

# Appendix A

## Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*

To support faculty in decisions regarding how and where they can best use the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) 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](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 instructional guide key topic by unit for consideration.

This Appendix A includes the Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this Instructional Guide for the PCF, V1. 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 key topics to address SLOs in ways other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

The SLO Index, an additional resource which can be found in this instructional guide on page ii after the Table of Contents, assists faculty in using these SLOs as supports for decision making. In the Index, the instructional guide units and key topics are indexed by SLOs so that faculty can select what is most relevant to their particular needs.

### Unit 1 – Introduction to the Framework

#### Unit 1

#### Getting Ready for the Unit and Connecting to Experience

##### Course: Introduction to Curriculum

Student Learning Outcomes:

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

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

Student Learning Outcomes:

- Identify the underlying theoretical perspective in forming a professional personal philosophy of teaching.

**Course: Practicum-Field Experience**

Student Learning Outcomes:

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

**Unit 1 – Key Topic 1**

**Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 1***

**Course: Introduction to Curriculum**

Objectives:

- Design and evaluate age-appropriate learning activities and materials for children ages 0-6 in curriculum content areas such as: the arts, math, science, social studies, language, and literacy.
- Construct curriculum and environments that support the physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children.

Content and Topics:

- Explore state standards, desired results, foundations, frameworks, and/or formal assessment tools.

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

**Course: Observation and Assessment**

Student Learning Outcomes:

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

Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

**Course: Teaching in a Diverse Society**

Objectives:

- Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and creating a climate of delight and respect for social diversity.

**Course: Practicum-Field Experience**

Objectives:

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

**Unit 1 – Key Topic 2****Getting to Know the Eight Overarching Principles****Course: Introduction to Curriculum**

Student Learning Outcomes:

- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.
- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

Objectives:

- Explain the role of play as central to development and learning for young children.
- Identify key ways in which the environment functions as an essential component of curriculum.

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

Objectives:

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

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

Student Learning Outcomes:

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

Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

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

Objectives:

- Plan classroom environments, materials and approaches to effectively promote pride in one’s own identity and creating a climate of delight and respect for social diversity.

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

Student Learning Outcomes:

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

Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for young children.
- Demonstrate strategies to integrate content areas and opportunities for development in all domains across the curriculum.

## **Unit 1 – Key Topic 3**

### **Getting to Know the Curriculum-Planning Process**

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

Student Learning Outcomes:

- Evaluate the teachers’ role in providing best and promising practices in early childhood programs.
- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

Objectives:

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

**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:

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

**Course: Observation and Assessment**

Student Learning Outcomes:

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

Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

**Course: Practicum-Field Experience**

Student Learning Outcomes:

- Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

## **Unit 2 – The California Early Learning and Development System**

### **Unit 2 – Key Topic 1**

## **Getting to Know the California Early Learning and Development System**

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

Student Learning Outcomes:

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

Examples of Content and Topics:

- Explore state standards, desired results, foundations, frameworks, and/or formal assessment tools.

### **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.

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

Student Learning Outcomes:

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

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).

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

Student Learning Outcomes:

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

## Unit 3 – Social-Emotional Development

### Unit 3

#### Getting Ready for the Unit and Connecting to Experience

##### Course: Child Growth and Development

Objectives:

- Examine and evaluate the role of teachers and other professionals in facilitating children’s development.
- Examine and evaluate the role of family in facilitating children’s development.

##### 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.

##### Course: Introduction to Curriculum

Objectives:

- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children’s learning and development.
- Identify various ways of engaging with children’s families in curriculum planning and documenting of children’s involvement and learning.

##### Course: Practicum: Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

### Unit 3 – Key Topic 1

#### Organization and Rationale of the Social-Emotional Development Domain

##### Course: Introduction to Curriculum

Student Learning Outcomes:

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

**Course: Introduction to Curriculum – Continued**

Student Learning Outcomes:

- Compare and contrast play-based curriculum that supports children’s cognitive, language, creative, physical and social/emotional development.

**Course: Practicum-Field Experience**

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

**Unit 3 – Key Topic 2****Getting to Know Environment and Materials That Support the Domain****Course: Child Growth and Development**

Objectives:

- Examine and evaluate the role of teachers and other professionals in facilitating children’s development.

**Course: Introduction to Curriculum**

Student Learning Outcomes:

- Compare and contrast play-based curriculum that supports children’s cognitive, language, creative, physical and social/emotional development.

Objectives:

- Explain the role of play as central to development and learning for young children.
- Define and apply constructivist theory in curriculum planning for young children.
- Identify key ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be adapted for children’s unique and individual needs.

**Course: Observation and Assessment**

Student Learning Outcomes:

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



**Course: Practicum-Field Experience**

## Student Learning Outcomes:

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

## Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based learning experiences.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

## Content and Topics:

- Examine the organization of space, time, materials and children’s groups.

**Unit 3 – Key Topic 3****Getting to Know Interactions and Strategies That Support the Domain****Course: Introduction to Curriculum**

## Student Learning Outcomes:

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

## Objectives:

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

## Content and Topics:

- Examine the curriculum planning process: ongoing cycle of observation, planning, implementation, evaluation, and re-design.
- Explore state standards, desired results, foundations, frameworks, and/or formal assessment tools.

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

## Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

- Critically assess one’s own teaching experiences to guide and inform practice.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

## **Unit 3 – Key Topic 4**

### **Universal Design, Individualizing, and Family Partnerships**

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

Objectives:

- Observe and document children at play and propose appropriate activities and possibilities for expanding children’s learning in a variety of curriculum areas.
- Demonstrate how curriculum and environment can be adapted for children’s unique and individual needs.

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

Objectives:

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

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

Student Learning Outcomes:

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

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

Objectives:

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

## **Unit 4 – Language and Literacy**

### **Unit 4**

#### **Getting Ready for the Unit and Connecting to Experience**

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

- Identify the underlying theoretical perspective in forming a professional personal philosophy of teaching.

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

Student Learning Outcomes:

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

### **Unit 4 – Key Topic 1**

#### **Organization and Rationale of the Language and Literacy Domain**

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

Student Learning Outcomes:

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

Objectives:

- Examine ways in which developmental domains are continuous, sequential and interrelated.
- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Examine and evaluate the role of family in facilitating children's development.

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

- Compare and contrast play-based curriculum that supports children’s cognitive, language, creative, physical and social/emotional development.

Objectives:

- Identify and explain how materials, activities, and interactions support and respect cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children’s learning and development.

Content and Topics:

- Explore state standards, desired results, foundations, frameworks, and/or formal assessment tools.

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

Objectives:

- Demonstrate awareness of developmental ages and stages.

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

Student Learning Outcomes:

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

Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for young children.
- Demonstrate strategies to integrate content areas and opportunities for development in all domains across the curriculum.

## **Unit 4 – Key Topic 2**

### **Getting to Know Environment and Materials That Support the Domain**

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

Objectives:

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

### **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.

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

Objectives:

- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

## **Unit 4 – Key Topic 3**

### **Getting to Know Interactions and Strategies That Support the Domain**

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

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

Objectives:

- Identify and explain how materials, activities, and interactions support and respect cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language.

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

Objectives:

- Identify components of developmentally, culturally and linguistically appropriate practice.

**Course: Observation and Assessment**

Student Learning Outcomes:

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

**Course: Teaching in a Diverse Society**

Student Learning Outcomes:

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

Objectives:

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

**Course: Practicum-Field Experience**

Student Learning Outcomes:

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

Objectives:

- Present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based learning experiences.

**Unit 4 – Key Topic 4****Universal Design, Individualizing, and Family Partnerships****Course: Child Family and Community**

Student Learning Outcomes:

- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
- Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

**Course: Introduction to Curriculum**

Student Learning Outcomes:

- Evaluate the teachers' role in providing best and promising practices in early childhood programs.
- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

**Course: Introduction to Curriculum – Continued**

## Objectives:

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

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

## Objectives:

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

**Course: Observation and Assessment**

## Student Learning Outcomes:

- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children’s developmental, cultural and linguistic characteristics.
- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

**Course: Practicum-Field Experience**

## Student Learning Outcomes:

- Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
- Critically assess one’s own teaching experiences to guide and inform practice.

## Unit 5 – English-Language Development

### Unit 5

#### Getting Ready for the Unit and Connecting to Experience

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

Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.
- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning.

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

Student Learning Outcomes:

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

Objectives:

- Identify and explain how materials, activities, and interactions support and respect cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language.
- Demonstrate how curriculum and environment can be adapted for children’s unique and individual needs.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children’s learning and development.

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

Objectives:

- Identify components of developmentally, culturally and linguistically appropriate practice.
- Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge.

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

Student Learning Outcomes:

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

Objectives:

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



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

Objectives:

- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

**Course: Practicum-Field Experience**

Objectives:

- Present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based learning experiences.

**Unit 5 – Key Topic 1****Organization and Rationale of the English-Language Development Domain****Course: Child Family and Community**

Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.
- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning.

**Course: Introduction to Curriculum**

Student Learning Outcomes:

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

Objectives:

- Identify and explain how materials, activities, and interactions support and respect cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language.
- Demonstrate how curriculum and environment can be adapted for children’s unique and individual needs.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children’s learning and development.

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

#### Objectives:

- Identify components of developmentally, culturally and linguistically appropriate practice.
- Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge.

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

#### Student Learning Outcomes:

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

#### Objectives:

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

### **Course: 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.
- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

#### Objectives:

- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

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

#### Objectives:

- Present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based learning experiences.

## **Unit 5 – Key Topic 2**

### **Getting to Know Environment and Materials That Support the Domain**

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

#### Objectives:

- Design and evaluate age-appropriate learning activities and materials for children ages 0-6 in curriculum content areas such as: the arts, math, science, social studies, language, and literacy.
- Identify key ways in which the environment functions as an essential component of curriculum.

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

#### Objectives:

- Construct curriculum and environments that support the physical, cognitive, and social/emotional development, including socialization, self-regulation, and self-help skills for all children.

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

#### Objectives:

- Identify and compare effective policies, practices, and environments in early childhood settings.
- Develop strategies to maintain communication and access with English language learning families and children.

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

#### Objectives:

- Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.
- Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).

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

#### Objectives:

- Present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based learning experiences.
- Distinguish between appropriate and inappropriate assessment methods for early childhood settings.

## **Unit 5 – Key Topic 3**

### **Getting to Know the Interactions and Strategies That Support the Domain**

#### **Course: Introduction of Curriculum**

##### Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
- Evaluate the teachers' role in providing best and promising practices in early childhood programs.

##### Content and Topics:

- Examine innovative and best practices in teaching that reflect current research and the impact it has on children's learning and development.

**Course: Introduction of Curriculum – Continued**

Content and Topics:

- Explore how children learn (concept development).

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

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
- Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.

**Course: Observation and Assessment**

Student Learning Outcomes:

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

Objectives:

- Identify and evaluate logistical challenges, biases and preconceptions about assessing children.
- Consider the effect of social context, child’s state of health and well-being, primary language, ability and environment on assessment processes.

**Course: Practicum-Field Experience**

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:

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

**Unit 5 – Key Topic 4****Universal Design, Individualizing, and Family Partnerships****Course: Child Family and Community**

Student Learning Outcomes:

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

**Course: Introduction to Curriculum**

Student Learning Outcomes:

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

Objectives:

- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

**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 and examine the importance of collaboration.

**Course: Observation and Assessment**

Student Learning Outcomes:

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

Objectives:

- Articulate the value of involving families and other professionals in the observation and assessment process for all children.

**Course: Practicum-Field Experience**

Student Learning Outcomes:

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

## Unit 6 – Mathematics

### Unit 6

#### Getting Ready for the Unit and Connecting to Experience

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

Student Learning Outcomes:

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

Objectives:

- Define and apply constructivist theory in curriculum planning for young children.
- Identify key ways in which the environment functions as an essential component of curriculum.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.

##### **Course: Principle 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.

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

Student Learning Outcomes:

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

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

Objectives:

- Demonstrate strategies to integrate content areas and opportunities for development in all domains across the curriculum.

**Unit 6 – Key Topic 1****Organization and Rationale of the Mathematics Domain****Course: Introduction of Curriculum**

Student Learning Outcomes:

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

Objectives:

- Design and evaluate age-appropriate learning activities and materials for children ages 0-6 in curriculum content areas such as: the arts, math, science, social studies, language, and literacy.
- Use written curriculum plans to demonstrate familiarity with appropriate materials, equipment, and curriculum planning principles that support optimum learning and development in young children.
- Construct curriculum and environments that support the physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children.

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

Objectives:

- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
- Identify and compare effective policies, practices, and environments in early childhood settings.

**Course: Observation and Assessment**

Student Learning Outcomes:

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

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

#### Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

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

#### Student Learning Outcomes:

- Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

#### Objectives:

- Demonstrate strategies to integrate content areas and opportunities for development in all domains across the curriculum.

## **Unit 6 – Key Topic 2**

### **Getting to Know Environment and Materials That Support the Domain**

#### **Course: Introduction of Curriculum**

#### Student Learning Outcomes:

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

#### Objectives:

- Design and evaluate age-appropriate learning activities and materials for children ages 0-6 in curriculum content areas such as: the arts, math, science, social studies, language, and literacy.
- Use written curriculum plans to demonstrate familiarity with appropriate materials, equipment, and curriculum planning principles that support optimum learning and development in young children.
- Construct curriculum and environments that support the physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children.

#### **Course: Principle and Practices**

#### Objectives:

- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
- Identify and compare effective policies, practices, and environments in early childhood settings.



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

Student Learning Outcomes:

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

Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

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

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:

- Demonstrate strategies to integrate content areas and opportunities for development in all domains across the curriculum.

## **Unit 6 – Key Topic 3**

### **Getting to Know Interactions and Strategies That Support the Domain**

#### **Course: Introduction of Curriculum**

Student Learning Outcomes:

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

Objectives:

- Design and evaluate age-appropriate learning activities and materials for children ages 0-6 in curriculum content areas such as: the arts, math, science, social studies, language, and literacy.
- Use written curriculum plans to demonstrate familiarity with appropriate materials, equipment, and curriculum planning principles that support optimum learning and development in young children.
- Construct curriculum and environments that support the physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children.

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

#### Objectives:

- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
- Identify and compare effective policies, practices, and environments in early childhood settings.

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

#### Student Learning Outcomes:

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

#### Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

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

#### Student Learning Outcomes:

- Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

#### Objectives:

- Demonstrate strategies to integrate content areas and opportunities for development in all domains across the curriculum.

## **Unit 6 – Key Topic 4**

### **Universal Design, Individualizing, and Family Partnerships**

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

#### Student Learning Outcomes:

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

#### **Course: Introduction of Curriculum**

#### Student Learning Outcomes:

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

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

#### Objectives:

- Identify and explain how materials, activities, and interactions support and respect cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language.
- Demonstrate how curriculum and environment can be adapted for children’s unique and individual needs.
- Identify various ways of engaging with children’s families in curriculum planning and documenting of children’s involvement and learning.

#### Content and Topics:

- Explore developmentally, linguistically, and culturally appropriate and responsive activities that support development of the whole child.

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

#### Objectives:

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

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

#### Student Learning Outcomes:

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

#### Objectives:

- Articulate the value of involving families and other professionals in the observation and assessment process for all children.

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

#### Student Learning Outcomes:

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

#### Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.

## **Unit 7 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum**

### **Unit 7 – Key Topic 1 Three Lenses for Viewing Curriculum**

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

##### Objectives:

- Define and apply constructivist theory in curriculum planning for young children.
- Use written curriculum plans to demonstrate familiarity with appropriate materials, equipment, and curriculum planning principles that support optimum learning and development in young children.
- Identify various ways of engaging with children’s families in curriculum planning and documenting of children’s involvement and learning.

##### Content and Topics:

- Examine developmental theory as it applies to curriculum development.
- Consider the different aspects of the curriculum planning process: ongoing cycle of observation, planning, implementation, evaluation, and re-design.
- Explore the state standards, desired results, foundations, frameworks, and formal assessment tools.
- Examine inclusive philosophies and practices and assess all curriculum for access and appropriate inclusion approaches.

#### **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:

- Identify components of developmentally, culturally and linguistically appropriate practice.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

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

##### Student Learning Outcomes:

- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children’s developmental, cultural and linguistic characteristics.
- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

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

#### Objectives:

- Use observation tools to identify patterns, trends and anomalies in individuals and groups of children.
- Demonstrate knowledge of the role that observation and assessment play in intervention.

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

#### Student Learning Outcomes:

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

#### Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for young children.
- Distinguish between appropriate and inappropriate assessment methods for early childhood settings.

## **Unit 7 – Key Topic 2**

### **Integrated Planning Using the Curriculum-Planning Process**

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

#### Student Learning Outcomes:

- Evaluate the teachers’ role in providing best and promising practices in early childhood programs.
- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

#### Objectives:

- Design and evaluate age-appropriate learning activities and materials for children ages 0-6 in curriculum content areas such as: the arts, math, science, social studies, language, and literacy.
- 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:

- Explore state standards, desired results, foundations, frameworks, and/or formal assessment tools.

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

#### Objectives:

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

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

#### Student Learning Outcomes:

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

#### Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for young children.
- Utilize a recordkeeping system to document and track children's progress.

## **Unit 7 – Key Topic 3** **English-Language Development Across Curriculum**

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

#### Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.

#### Objectives:

- Identify and explain how materials, activities, and interactions support and respect cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language.
- Demonstrate how curriculum and environment can be adapted for children's unique and individual needs.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

### **Course: Principle 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.

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

Objectives:

- Identify components of developmentally, culturally and linguistically appropriate practice.

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

Student Learning Outcomes:

- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.
- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

- Use observation tools to identify patterns, trends and anomalies in individuals and groups of children.
- Demonstrate knowledge of the role that observation and assessment play in intervention.

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

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

Student Learning Outcomes:

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

Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for young children.
- Distinguish between appropriate and inappropriate assessment methods for early childhood settings.