

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

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.

Course: Observation and Assessment – Continued

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.

Course: Introduction to Curriculum – Continued

Objectives:

- 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.
- 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.
- 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.

Course: Practicum-Field Experience – Continued

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.