CDE/ECE Faculty Initiative Project Instructional Guide

California Preschool Learning Foundations, Volume 2 (2010)

Health Domain

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Table of Contents

Instructional Guide for the
California Preschool Learning Foundations, Volume 2 (PLF, V2)

Introduction to the Instructional Guide

- Introduction 1

Organizational Chart

- Organizational Chart for the *Instructional Guide for the California Preschool Learning Foundations, Volume 2* 9

Health Domain

- Introduction to the Instructional Guide for the Health Domain 240
- Map of the Foundations for the Health Domain 246

Learning Experience 1: Connecting to Our Own Health Habits
- Preview of Learning Experience 1 247
- Learning Experience 1 249
- Online Options 249, 250
- Handout 1: Health Domain Self-Assessment 251

Learning Experience 2: Mind Mapping the Health Domain to Discover Our Connections to the Health Foundations
- Preview of Learning Experience 2 253
- Learning Experience 2 255
- Online Options 256, 257
- Handout 1: Health Foundations 258

Learning Experience 3: Piecing Together the Health Domain Content Puzzle
- Preview of Learning Experience 3 260
- Learning Experience 3 262
- Online Options 264
- Handout 1: Health Foundations 266
- Handout 2: Health Domain Puzzle 268

Learning Experience 4: Exploring the Content of the Health Domain Foundations
- Preview of Learning Experience 4 271
- Learning Experience 4 273
- Online Options 274

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Learning Experience 5: Conversations About Key Content in the Health Domain
- Preview of Learning Experience 5 276
- Learning Experience 5 278
- Online Options 279
- Handout 1: Conversations About Key Content in the Health Domain 281

Learning Experience 6: Linking the Research and Rationale for the Health Domain to Children's Health Issues
- Preview of Learning Experience 6 284
- Learning Experience 6 286
- Online Options 287

Learning Experience 7: Linking the *California Preschool Learning Foundations* and the Kindergarten Content Standards Related to Health
- Preview of Learning Experience 7 289
- Learning Experience 7 291
- Online Options 293
- Handout 1: Linking the *California Preschool Learning Foundations* and the Kindergarten Content Standards Related to Health 295

Learning Experience 8: Reviewing the Research and Rationale for the Health Domain
- Preview of Learning Experience 8 305
- Learning Experience 8 307
- Online Options 308

Learning Experience 9: Exploring the Impact of Families and Culture on Children's Development of Health Practices
- Preview of Learning Experience 9 310
- Learning Experience 9 312
- Online Options 313
- Handout 1: Role-Playing Scenarios 315

Learning Experience 10: Identifying Family and Cultural Beliefs and Practices About Health
- Preview of Learning Experience 10 318
- Learning Experience 10 320
- Online Options 322, 323

Learning Experience 11: Observing Examples of the Health Foundations During Preschool Routines
- Preview of Learning Experience 11 324
- Learning Experience 11 326
- Online Options 328, 329
- Handout 1: Health Foundations 330
- Handout 2: Observation Guide: Exploring Examples of the Health Domain 332

May be duplicated for educational purposes only.

Learning Experience 12: Exploring *Scripts* for the Health Domain in the Early Care and Education Setting
- Preview of Learning Experience 12 335
- Learning Experience 12 337
- Online Options 338
- Handout 1: Identifying *Scripts* for the Health Domain 340

Learning Experience 13: Exploring the Relationships of the Foundations in the Health Domain to Foundations in Other Domains
- Preview of Learning Experience 13 343
- Learning Experience 13 345
- Online Options 346, 347
- Handout 1: Looking for Relationships Across Domains 348

Learning Experience 14: Exploring English-language Development in the Health Foundations: Critical Vocabulary
- Preview of Learning Experience 14 350
- Learning Experience 14 352
- Online Options 352, 353, 354
- Handout 1: Developing Vocabulary in the Health Habits Strand for Children Who Are English Learners 355

Instructional Methodologies Index

- Instructional Methodologies Index for the *Instructional Guide for the California Preschool Learning Foundations, Volume 2* 357

Student Learning Outcomes Indexes

- Curriculum Alignment Project's Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2* –
  Health Domain 381

Appendixes

- Appendix A – Student Learning Outcomes (SLOs) 390
- Appendix B – Summary of the *California Preschool Learning Foundations, Volume 2* 478
- Appendix C – Related Links and Resources 488

PowerPoint Presentations

- PowerPoint presentations are available for each domain by learning experience.

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CDE/ECE Faculty Initiative Project
California Preschool Learning Foundations, Volume 2

Introduction to the Instructional Guide for the Health Domain

This instructional guide for the health domain is organized to support faculty in addressing the content and research base of the health foundations. Accordingly, the instructional guide for these foundations is designed to support faculty as they deepen students' understanding of the structure, content, and research base of the foundations. In the instructional guides, the word "students" refers to college students and not children in the preschool setting.

The guide is *not* intended to support faculty in helping students learn to *assess* children's learning and development related to the health foundations. It is also *not* intended to support faculty in helping students learn how to design *curriculum* related to children's development of health knowledge and skills. Curriculum development is addressed in the instructional guide for the *California Preschool Curriculum Framework, Volume 1*.

Instructional guides also have been developed for the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* and the California *Preschool Learning Foundations, Volume 1*. All these instructional guides are available on the FIP Web site, http://www.wested.org/facultyinitiative.

The health domain of the *California Preschool Learning Foundations, Volume 2* (PLF, V2*)* consists of three strands, each with substrands. The first strand has four substrands, the second strand has one substrand, and the third strand has three substrands. They are:

Health Habits
- 1.0 Basic Hygiene
- 2.0 Oral Health
- 3.0 Knowledge of Wellness
- 4.0 Sun Safety

Safety
- 1.0 Injury Prevention

Nutrition
- 1.0 Nutrition Knowledge
- 2.0 Nutrition Choices
- 3.0 Self-Regulation of Eating

The learning experiences in this instructional guide allow faculty to address all the strands in an integrated approach or to focus on individual strands.

Features of the Instructional Guide for the *California Preschool Learning Foundations, Volume 2*

Student Learning Outcomes

To support faculty in decisions regarding how and where they can best use the *California Preschool Learning Foundations, Volume 2* 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 2* 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 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*

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcome (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.

Learning Foundations, Volume 2 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.

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, for the first time, 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.

California Early Childhood Educator Competency Areas

The Faculty Initiative Project will be undertaking 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 39 learning experiences that can be used to support students in learning about the foundations in the *California Preschool Learning Foundations, Volume 2*. 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 2.*

Structure of the Learning Experiences in the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

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
- 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 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:

- *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

Slide 3

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.

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.

CDE 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.

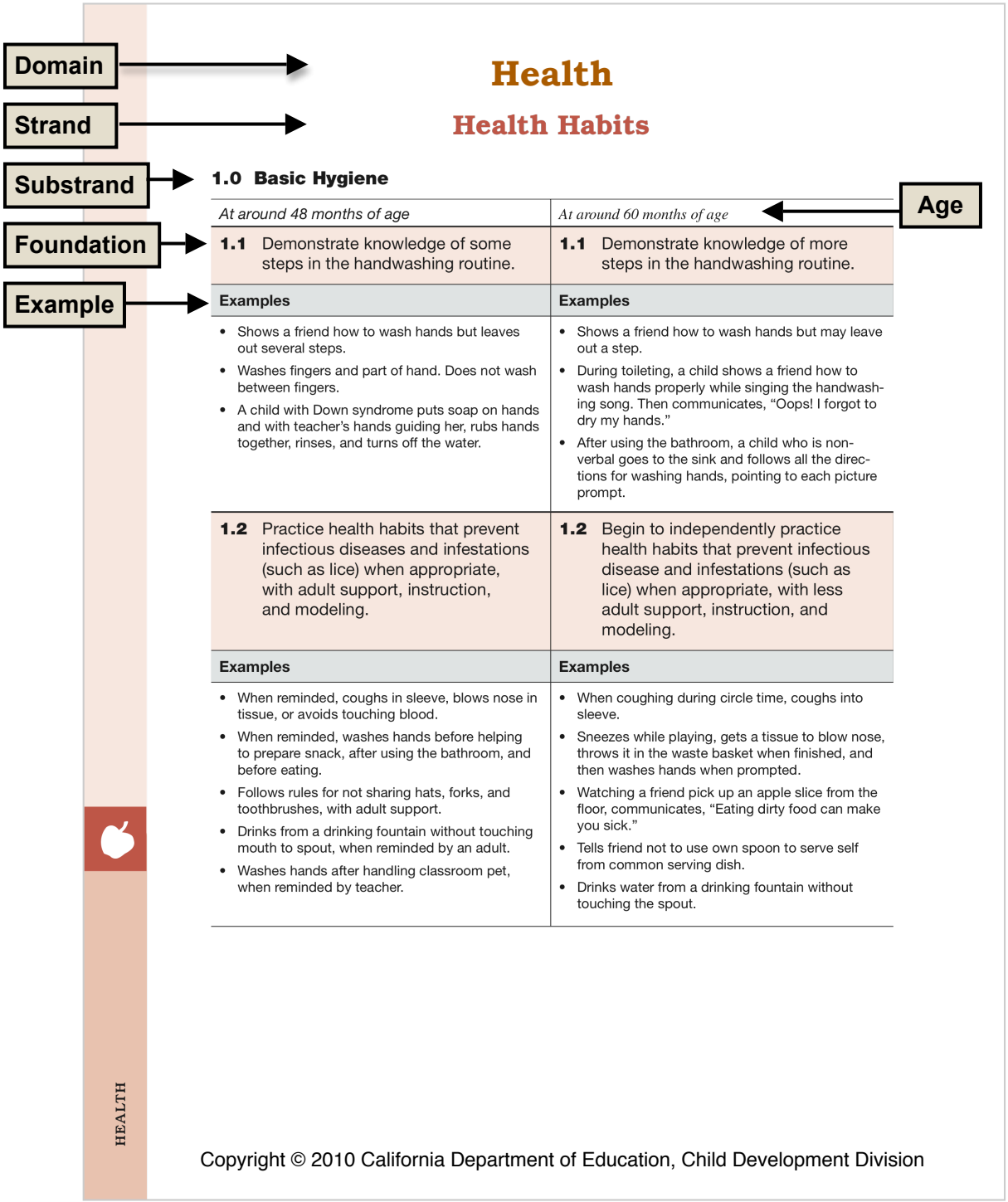
Draft Organizational Chart for the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Instructional Themes And Relevant California Early Childhood Educator Competency Areas	Visual and Performing Arts				Physical Development			Health		
	Visual Art	Music	Drama	Dance	Fundamental Movement Skills	Perceptual-Motor Skills and Movement Concepts	Active Physical Play	Healthy Habits	Nutrition	Safety
Instructional Theme: <u>Connect to Self and Experience</u>										
California ECE competency areas to consider: ▪ Child Development and Learning ▪ Culture, Diversity, and Equity ▪ Relationships, Interactions, and Guidance ▪ Family and Community Engagement ▪ Dual-Language Development ▪ Special Needs and Inclusion ▪ Learning Environments and Curriculum ▪ Health, Safety, and Nutrition ▪ Leadership in Early Childhood Education ▪ Professionalism ▪ Administration and Supervision	Learning Experiences 1 & 2 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection				Learning Experiences 1 & 2 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection			Learning Experiences 1 & 2 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection		
Instructional Theme: <u>Domain Content</u>										
California ECE competency areas to consider: ▪ Child Development and Learning ▪ Culture, Diversity, and Equity ▪ Relationships, Interactions, and Guidance ▪ Family and Community Engagement ▪ Observation, Screening, Assessment, and Documentation ▪ Learning Environments and Curriculum ▪ Special Needs and Inclusion ▪ Health, Safety, and Nutrition ▪ Professionalism	Learning Experiences 3 & 4 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection				Learning Experiences 3, 4, & 5 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection			Learning Experiences 3, 4, & 5 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection		
Instructional Theme: <u>Research Base/Rationale</u>										
California ECE competency areas to consider: ▪ Child Development and Learning ▪ Culture, 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	Learning Experiences 5 & 6 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection				Learning Experiences 6 & 7 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection			Learning Experiences 6, 7, & 8 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection		

Draft Organizational Chart for the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Instructional Theme And Relevant California Early Childhood Educator Competency Areas	Visual and Performing Arts				Physical Development			Health		
	Visual Art	Music	Drama	Dance	Fundamental Movement Skills	Perceptual-Motor Skills and Movement Concepts	Active Physical Play	Healthy Habits	Nutrition	Safety
Instructional Theme: Family and Cultural Context										
California ECE competency areas to consider: ▪ Child Development and Learning ▪ Culture, Diversity, and Equity ▪ Relationships, Interactions, and Guidance ▪ Family and Community Engagement ▪ Observation, Screening, Assessment, and Documentation ▪ Special Needs and Inclusion ▪ Health, Safety, and Nutrition ▪ Leadership in Early Childhood Education ▪ Professionalism	Learning Experiences 7 & 8 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection				Learning Experiences 8 & 9 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection			Learning Experiences 9 & 10 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection		
Instructional Theme: Domain in ECE Settings										
California ECE competency areas to consider: ▪ Child Development and Learning ▪ Culture, Diversity, and Equity ▪ Relationships, Interactions, and Guidance ▪ Dual-Language Development ▪ Observation, Screening, Assessment, and Documentation ▪ Special Needs and Inclusion ▪ Learning Environments and Curriculum ▪ Health, Safety, and Nutrition ▪ Professionalism	Learning Experiences 9 & 10 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection				Learning Experiences 10 & 11 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection			Learning Experiences 11 & 12 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection		
Instructional Theme: Relating Across Domains										
California ECE competency areas to consider: ▪ Child Development and Learning ▪ Culture, Diversity, and Equity ▪ Family and Community Engagement ▪ Dual-Language Development ▪ Special Needs and Inclusion ▪ Health, Safety, and Nutrition ▪ Learning Environments and Curriculum	Learning Experiences 11 & 12 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection				Learning Experiences 12 & 13 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection			Learning Experiences 13 & 14 • Focus statement • SLOs • Instructional Methodologies • ECE Competency Areas • Before you start • Active learning • Deeper understanding • Questions for reflection		

Map of the Foundations



Instructional Methodologies Index

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

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, for the first time, 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.

To locate page numbers for each learning experience listed in the following index, refer to the instructional guide Table of Contents or the Table of Contents for each specific domain: Visual and Performing Arts, Physical Development, and Health.

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

	Visual and Performing Arts Domain	Physical Development Domain	Health Domain
Book Report	• Learning Experience 8		
Brainstorming • Individual • Small Group • Large Group	• Learning Experience 2	• Learning Experience 8	• Learning Experience 2 • Learning Experience 10
Categorizing	• Learning Experience 3	• Learning Experience 3	• Learning Experience 2 • Learning Experience 3
Class Discussion	• Learning Experience 3 • Learning Experience 4 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 10 • Learning Experience 12	• Learning Experience 3 • Learning Experience 5 • Learning Experience 8 • Learning Experience 10	• Learning Experience 1 • Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 9 • Learning Experience 10 • Learning Experience 11 • Learning Experience 12 • Learning Experience 13 • Learning Experience 14
Class Presentation • Demonstration • Oral Presentation • Presentation • Panel Presentation	• Learning Experience 7 • Learning Experience 12	• Learning Experience 1	Learning Experience 1 Learning Experience 6 Learning Experience 10

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

	Visual and Performing Arts Domain	Physical Development Domain	Health Domain
Conversation Grid	• Learning Experience 1		• Learning Experience 5
Creation of a Visual Representation		• Learning Experience 2 • Learning Experience 9 • Learning Experience 11	• Learning Experience 4
Development of Resource Tool	• Learning Experience 9 • Learning Experience 11		• Learning Experience 11 • Learning Experience 12 • Learning Experience 14
Games--Charades		• Learning Experience 4	
Guided Experience in the Community	• Learning Experience 2		
Interviews • Community Members • Parents • Peers	• Learning Experience 8	• Learning Experience 9	• Learning Experience 6 • Learning Experience 10 • Learning Experience 12
Jigsaw Reading	• Learning Experience 5 • Learning Experience 12	• Learning Experience 7	• Learning Experience 5 • Learning Experience 7 • Learning Experience 8
Lecture	• Learning Experience 1 • Learning Experience 2 • Learning Experience 10 • Learning Experience 11	• Learning Experience 7 • Learning Experience 13	• Learning Experience 12 • Learning Experience 13

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Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

	Visual and Performing Arts Domain	Physical Development Domain	Health Domain
Literature Review	• Learning Experience 6	• Learning Experience 6	• Learning Experience 1 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 8 • Learning Experience 10
Note-Taking Outline or Guide	• Learning Experience 4	• Learning Experience 5 Learning Experience 6	• Learning Experience 8
Observation	• Learning Experience 9	• Learning Experience 10	• Learning Experience 11 • Learning Experience 12
Pairs or Small Group Work	• Learning Experience 3 • Learning Experience 5 • Learning Experience 10 • Learning Experience 11	• Learning Experience 3 • Learning Experience 5 • Learning Experience 7 • Learning Experience 8 • Learning Experience 12 • Learning Experience 13	• Learning Experience 3 • Learning Experience 13
Pairs Work and Discussion in Pairs	• Learning Experience 9	• Learning Experience 1 • Learning Experience 2 • Learning Experience 10 • Learning Experience 11	• Learning Experience 1 • Learning Experience 11
Panel/Guest Speaker	• Learning Experience 7 • Learning Experience 8		
Peer Review and Feedback	• Learning Experience 5	• Learning Experience 5 • Learning Experience 7 • Learning Experience 9	• Learning Experience 4 • Learning Experience 7 • Learning Experience 9

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

	Visual and Performing Arts Domain	Physical Development Domain	Health Domain
Problem Solving or Shared Problem Solving	• Learning Experience 3 • Learning Experience 11	• Learning Experience 3	• Learning Experience 3
Reflection • Individual/Personal • Large Group	• Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 6 • Learning Experience 9 • Learning Experience 10 • Learning Experience 11 • Learning Experience 12	• Learning Experience 2 • Learning Experience 3 • Learning Experience 5 • Learning Experience 6 • Learning Experience 8 • Learning Experience 9 • Learning Experience 10 • Learning Experience 11 • Learning Experience 12 • Learning Experience 13	• Learning Experience 1 • Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 6 • Learning Experience 9 • Learning Experience 10 • Learning Experience 11 • Learning Experience 12 • Learning Experience 13 • Learning Experience 14
Reflection Paper	• Learning Experience 2 • Learning Experience 8	• Learning Experience 7	• Learning Experience 7 • Learning Experience 8
Reflective Discussion • Individual • Small Group • Large Group	• Learning Experience 1 • Learning Experience 2 • Learning Experience 5 • Learning Experience 8 • Learning Experience 9 • Learning Experience 11 • Learning Experience 12	• Learning Experience 1 • Learning Experience 2 • Learning Experience 4 • Learning Experience 7 • Learning Experience 11 • Learning Experience 12 • Learning Experience 13	• Learning Experience 2 • Learning Experience 5 • Learning Experience 7
Role-Playing	• Learning Experience 4 • Learning Experience 12	• Learning Experience 5	• Learning Experience 9
Self-Assessment			• Learning Experience 1

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

	Visual and Performing Arts Domain	**Physical Development Domain**	**Health Domain**
Short Paper or Report	• Learning Experience 5 • Learning Experience 6	• Learning Experience 6 • Learning Experience 7	• Learning Experience 4 • Learning Experience 5 • Learning Experience 10
Small Group Work	• Learning Experience 4 • Learning Experience 7 • Learning Experience 12	• Learning Experience 4 • Learning Experience 6	• Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 10 • Learning Experience 12 • Learning Experience 14
Video Observation	• Learning Experience 9	• Learning Experience 10	

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 2*

To support faculty in decisions regarding how and where they can best use the *California Preschool Learning Foundations, Volume 2* (PLF, V2) 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 instructional guide learning experience for consideration.

This SLO Index is an overview of the instructional guide mapping listed by domain. Appendix A includes the Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the PLF, V2. 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 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 locate page numbers for each learning experience listed in the following index, refer to the instructional guide Table of Contents or the Table of Contents for each specific domain: Visual and Performing Arts, Physical Development, and Health.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcome (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.

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Child, Growth, and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Growth, and Development	**Health**
Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.	• Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 11
Analyze how cultural, economic, political, historical contexts affect children's development.	• Learning Experience 10 • Learning Experience 14
Compare and contrast various theoretical frameworks that relate to the study of human development.	• Learning Experience 7 • Learning Experience 8
Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.	• Learning Experience 10
Differentiate characteristics of typical and atypical development at various stages.	• Learning Experience 13
Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.	• Learning Experience 1 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 12
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes and objectives indicated for this instructional guide's domains and learning experiences.

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Child, Family, and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Family, and Community	**Health**
Analyze theories of socialization that address the interrelationship of child, family and community.	
Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.	• Learning Experience 2 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9
Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.	• Learning Experience 1 • Learning Experience 6
Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.	• Learning Experience 14
Critically assess community support services and agencies that are available to community and families.	• Learning Experience 2 • Learning Experience 10
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.	• Learning Experience 1 • Learning Experience 5
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 1 • Learning Experience 2 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8

Course: Child, Family, and Community – Continued

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Family, and Community – Continued	**Health**
Additional Specific CAP Objectives and Course Content/Topics – Continued See Appendix A	• Learning Experience 9 • Learning Experience 10 • Learning Experience 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Introduction to Curriculum	**Health**
Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.	• Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 10 • Learning Experience 13 • Learning Experience 14
Evaluate the teachers' role in providing best and promising practices in early childhood programs.	• Learning Experience 1 • Learning Experience 2 • Learning Experience 9 • Learning Experience 12
Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.	• Learning Experience 13
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.	• Learning Experience 11
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Principles and Practices of Teaching Young Children	**Health**
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.	• Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 10
Identify the underlying theoretical perspective in forming a professional philosophy.	
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.	• Learning Experience 9 • Learning Experience 14
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	• Learning Experience 11
Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.	• Learning Experience 1 • Learning Experience 12
Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	• Learning Experience 12 • Learning Experience 13
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Observation and Assessment	**Health**
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.	• Learning Experience 6 • Learning Experience 11
Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.	• Learning Experience 14
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.	• Learning Experience 11 • Learning Experience 12
Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.	• Learning Experience 1 • Learning Experience 7 • Learning Experience 8
Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.	• Learning Experience 13
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 1 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 11 • Learning Experience 12 • Learning Experience 13 • Learning Experience 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Health, Safety, and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Health, Safety, and Nutrition	**Health**
Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.	• Learning Experience 11 • Learning Experience 12 • Learning Experience 14
Identify health, safety, and environmental risks in children's programs.	• Learning Experience 2
Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.	• Learning Experience 1 • Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	• Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 10 • Learning Experience 13
Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.	• Learning Experience 1
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Teaching in a Diverse Society	**Health**
Critique theories and review 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.	• Learning Experience 5 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	• Learning Experience 6 • Learning Experience 14
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	• Learning Experience 1 • Learning Experience 2
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 1 • Learning Experience 2 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 14

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Practicum-Field Experience	**Health**
Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	• Learning Experience 1 • Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 10 • Learning Experience 13
Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	• Learning Experience 6 • Learning Experience 12 • Learning Experience 14
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	• Learning Experience 11
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	• Learning Experience 14
Critically assess one's own teaching experiences to guide and inform practice.	• Learning Experience 7 • Learning Experience 8 • Learning Experience 9
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

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 2*

To support faculty in decisions regarding how and where they can best use the *California Preschool Learning Foundations, Volume 2* (PLF, V2) 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 instructional guide learning experience for consideration.

This SLO Index is an overview of the instructional guide mapping listed by domain. Appendix A includes the Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the PLF, V2. 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 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 locate page numbers for each learning experience listed in the following index, refer to the instructional guide Table of Contents or the Table of Contents for each specific domain: Visual and Performing Arts, Physical Development, and Health.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcome (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.

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Child, Growth, and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Growth, and Development	**Health**
Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.	• Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 11
Analyze how cultural, economic, political, historical contexts affect children's development.	• Learning Experience 10 • Learning Experience 14
Compare and contrast various theoretical frameworks that relate to the study of human development.	• Learning Experience 7 • Learning Experience 8
Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.	• Learning Experience 10
Differentiate characteristics of typical and atypical development at various stages.	• Learning Experience 13
Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.	• Learning Experience 1 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 12
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes and objectives indicated for this instructional guide's domains and learning experiences.

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Child, Family, and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Family, and Community	**Health**
Analyze theories of socialization that address the interrelationship of child, family and community.	
Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.	• Learning Experience 2 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9
Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.	• Learning Experience 1 • Learning Experience 6
Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.	• Learning Experience 14
Critically assess community support services and agencies that are available to community and families.	• Learning Experience 2 • Learning Experience 10
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.	• Learning Experience 1 • Learning Experience 5
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 1 • Learning Experience 2 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8

Course: Child, Family, and Community – Continued

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Family, and Community – Continued	**Health**
Additional Specific CAP Objectives and Course Content/Topics – Continued See Appendix A	• Learning Experience 9 • Learning Experience 10 • Learning Experience 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Introduction to Curriculum	**Health**
Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.	• Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 10 • Learning Experience 13 • Learning Experience 14
Evaluate the teachers' role in providing best and promising practices in early childhood programs.	• Learning Experience 1 • Learning Experience 2 • Learning Experience 9 • Learning Experience 12
Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.	• Learning Experience 13
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.	• Learning Experience 11
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Principles and Practices of Teaching Young Children	**Health**
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.	• Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 10
Identify the underlying theoretical perspective in forming a professional philosophy.	
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.	• Learning Experience 9 • Learning Experience 14
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	• Learning Experience 11
Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.	• Learning Experience 1 • Learning Experience 12
Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	• Learning Experience 12 • Learning Experience 13
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Observation and Assessment	**Health**
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.	• Learning Experience 6 • Learning Experience 11
Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.	• Learning Experience 14
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.	• Learning Experience 11 • Learning Experience 12
Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.	• Learning Experience 1 • Learning Experience 7 • Learning Experience 8
Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.	• Learning Experience 13
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 1 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 11 • Learning Experience 12 • Learning Experience 13 • Learning Experience 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Health, Safety, and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Health, Safety, and Nutrition	**Health**
Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.	• Learning Experience 11 • Learning Experience 12 • Learning Experience 14
Identify health, safety, and environmental risks in children's programs.	• Learning Experience 2
Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.	• Learning Experience 1 • Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	• Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 10 • Learning Experience 13
Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.	• Learning Experience 1
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Teaching in a Diverse Society	**Health**
Critique theories and review 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.	• Learning Experience 5 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	• Learning Experience 6 • Learning Experience 14
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	• Learning Experience 1 • Learning Experience 2
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 1 • Learning Experience 2 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 14

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes *Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Domains and Learning Experiences in Which CAP Student Learning Outcomes Are Addressed**
Course: Practicum-Field Experience	**Health**
Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	• Learning Experience 1 • Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 10 • Learning Experience 13
Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	• Learning Experience 6 • Learning Experience 12 • Learning Experience 14
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	• Learning Experience 11
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	• Learning Experience 14
Critically assess one's own teaching experiences to guide and inform practice.	• Learning Experience 7 • Learning Experience 8 • Learning Experience 9
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 14

Health:
Connecting to Our Own Health Habits

Focus Statement

Students use a self-assessment of the behaviors in the health foundations to become familiar with the content of this domain. This also serves to link the content of the foundations to their own practices relating to health, safety, and nutrition.

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.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Discussion in pairs
- Literature review
- Oral presentation
- Reflection – individual or large group
- Self-assessment

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Culture, Diversity, and Equity
- Family and Community Engagement
- Health, Safety, and Nutrition
- Professionalism

May be duplicated for educational purposes only.

Health:
Connecting to Our Own Health Habits

Before You Start

This learning experience will ask students to assess their own health, safety, and nutritional habits as they relate to the foundations in the health domain of the *California Preschool Learning Foundations, Volume 2*. Some students may be concerned if they discover that their behaviors are not meeting those expressed in the foundations. Acknowledging that we all need to work on our health, safety, and nutritional habits on an ongoing basis will encourage their honest self-assessment.

This learning experience could be used as an introduction to the health domain or could be used after students are familiar with the foundations in this domain.

Handout 1 for the self-assessment is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Active Learning

Slide 2

Getting it started

Let students know that they will be doing a quick self-assessment of their health, safety, and nutritional habits using the health-related behaviors in the health domain of the *California Preschool Learning Foundations, Volume 2* (PLF, V2). Let them know that they are doing this to not only learn the foundations but also to see to what extent they can model good health, safety, and nutritional habits.

Online Options

This self-assessment could be done online and followed up with class discussion.

Ask students to complete the self-assessment individually.

Slide 3

Keeping it going

When they have completed their individual self-assessment, ask students to pair up with another student and discuss the following questions:

- Where have you developed healthy habits, healthy nutritional practices, and strong safety practices?
- Where do you have some challenges, and what are they?
- How do your family's habits and practices influence yours?

Putting it together

It might be interesting to see where the class responses fall overall in meeting these health-related behaviors and habits. Using a blank version of Handout 1 projected for all to be able to see, ask how many students checked each of the responses for each foundation. As you enter these into the projected blank handout, you will see if there are any patterns among the student responses. If responding publicly might be challenging for some, you could collect hard copies and do the computations anonymously.

Online Options

Aggregating the results of all students could also be displayed online for discussion.

Options for projection in classrooms will vary depending on the available technology. Chart paper, a white board, or whatever will make the students' responses visible for the class could also be used.

Reflection

Slide 4

Ask students these questions:

- Overall, what did you learn about the foundations in the health domain?
- Did any of the foundations surprise, confuse, or challenge you?
- How will your own practices affect how you can support children in developing healthy habits, strong safety practices, and healthy nutritional practices?

Deeper Understanding

Slide 5

There are many studies listed in the references and resources section of the health domain. Ask students to choose one of the substrands in the health domain and find two studies related to the foundations in that substrand. For those studies, ask them to write a short review describing the question that was studied and the findings that emerged from the study. These reviews could then be used for a class discussion, with students reporting orally on the findings in their chosen studies.

Health Domain Self-Assessment				
Foundation number	Strand: **Health Habits**	Almost always	Most of the time	Need to work on this
1.1	I wash my hands after toileting, before eating, and at other times when appropriate.			
1.2	I practice heath habits that prevent infectious disease and infestation, such as sneezing into the elbow and not sharing eating utensils or foods.			
2.1	I know the routines for toothbrushing and brush and floss two times a day.			
3.1	I understand the functions of my internal body parts.			
3.2	I understand that heath care providers try to keep people well.			
3.3	I communicate to appropriate people when I do not feel well, and I make my health needs known.			
4.1	I practice sun-safe actions, such as using sunscreen when appropriate and avoiding excessive sun exposure.			
Foundation number	Strand: **Safety**	Always	Most of the time	Need to work on this
1.1	I follow safety rules and avoid injury.			
1.2	I know emergency routines at home and in work settings and can carry them out.			
1.3	I know and follow pedestrian and transportation safety rules.			

Health Domain Self-Assessment (Continued)				
Foundation number	Strand: **Nutrition**	Always	Most of the time	Need to work on this
1.1	I know a large number of foods and the food groups to which they belong.			
2.1	I know that a variety of foods are needed for good health and choose from a variety of foods for meals.			
2.2	I know my food preferences that are based on familial and cultural practices and how they relate to healthy choices.			
2.3	I am aware of when I am full and when I am hungry and can regulate my responses to that awareness			

Health:
Mind Mapping the Health Domain to Discover Our Connection to the Health Foundations

Focus Statement

Students brainstorm words and/or phrases that relate to the health strands. They then organize the results of their brainstorming and consider what this suggests about their connection to the health foundations.

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.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Brainstorming—small or large group
- Categorizing
- Class discussion
- Reflection—individual or large group
- Reflective discussion—individual or large group

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early

May be duplicated for educational purposes only.

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
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Learning Environments and Curriculum
- Health, Safety, and Nutrition

Health:
Mind Mapping the Health Domain to Discover Our Connection to the Health Foundations

Before You Start

Mind mapping is a tool that requires students to think creatively and helps them reflect on their own understanding of a topic. It also helps faculty discover their students' comprehension of a topic. This mind mapping learning experience is a brainstorming session to uncover the ideas and understandings of students related to the health domain. Students brainstorm words or phrases related to each of the strands in this domain, organize these words or phrases, and then reflect on the results.

This is most effective if done before students are familiar with the health domain in order to clarify the understanding students are bringing to this domain.

Before you begin this experience, prepare three pieces of chart paper. Have one piece of chart paper headed by the name of the strand for each of the three health strands. Under the name of the strands, create columns for each of the substrands. You might need to use additional sheets depending on the strand, the substrand, the size of your class, and the number of Post-it® notes generated. Also have at least one piece of unlabelled chart paper for words or phrases that do not fit under the strands or substrands.

You will also need markers for working with these charts.

At the start of the brainstorming, have the charts covered or in some way not visible to the students.

The strands and substrands are listed on page 79 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2). It is important for you to be familiar with them and to be prepared, but this learning experience will work best if students are not introduced or reintroduced to the domain before starting their brainstorming. A copy of the strands, substrands, and foundations for this domain is included as a Handout 1 with this learning experience. It can also be found in Appendix C. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Active Learning

Getting it started

Divide students into groups of three. Start by assigning one of the three strands in this domain to each group. Each group will be working on one strand: health habits, safety, or nutrition. There will probably be more than one group assigned to each

strand, which can yield interesting comparison for discussion. It is important that students NOT work with substrands or foundations at this point.

Ask each group to put the name of their assigned strand in the center of a piece of a piece of paper—letter-size or larger. Then ask them to brainstorm words or phrases that come to mind when they think of the following topics:

Online Options

Students could be asked to do their brainstorming online and post their words or phrases online.

Slide 2

- Healthy habits for preschoolers
- Safety for preschoolers
- Nutrition for preschoolers

Ask students to put each word or phrase on a Post-it® note and place it around the name of the strand.

The words or phrases can relate to behaviors, ideas, experiences, or anything that comes to mind. They can relate to ways to keep children healthy or behaviors that are unhealthy, things that keep children safe or things that are unsafe for children, or things that provide good nutrition or things that provide poor nutrition.

Give students three minutes for the initial brainstorming. Stop after three minutes and ask what questions or challenges have emerged so far. At this point, you could use the substrand topics within each strand for prompts to strengthen the brainstorming. It is still important, however, not to narrow the students' thinking by limiting them to specific concepts in the foundations.

Give them a few minutes more to work on their brainstorming sheets.

Keeping it going

After the alloted time, uncover the chart papers and ask students to attach their Post-it® notes where they think they are most appropriate. They will probably find some that fit, some that do not, and some that could be in more than one category.

Slide 3

Putting it together

Ask students to turn to the summary of the health foundations on pages 111–112 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2). This summary is also provided as Handout 1 following this learning experience.

Go through the foundations by strand and substrand and find Post-it® notes that match the foundations or suggest a similar concept. Group these in a column under the substrand. Then

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ask these two questions:

Slides 4-5

- Are there foundations that did not come up in our brainstorming?
- What ideas came up in our brainstorming that are not in the foundations?

If there are Post-it® notes that do not relate well to a substrand, place them on the empty chart papers.

Do this for each strand and substrand.

Then, conduct a final discussion with the following questions:

- What does this tell us about our relationship to the foundations in the health domain?
- Are there some substrands or foundations that are very familiar and are part of our own health behaviors?
- Are there some things that are important to us that we want to support in young children that are not in the foundations?
- What can we learn from words or phrases that do not seem to be related to the foundations?
- Which of the above are part of our family or cultural practices?
- How can this impact our work with young children?

Online Options

Students could respond to the discussion questions in written format and submit them online.

Another approach/way
The brainstorming could be done as a whole group, strand by strand or all three strands at once. Students will still need to have Post-it® notes for writing their words or phrases and will still need to post them on chart paper or a whiteboard so that all students can see them.

The discussion would then proceed as described in the "Putting it together" section.

Reflection

Students can reflect on this learning experience individually or through a group discussion by responding to these questions:

Slide 6

- What new insights emerged as you went through this learning experience?
- How might these insights affect your work with young children now or in the future?

Health

Health Habits

1.0 Basic Hygiene

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

2.0 Oral Health

2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.

3.0 Knowledge of Wellness

3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.

4.0 Sun Safety

4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.

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Safety

1.0 Injury Prevention

At around 48 months of age	*At around 60 months of age*
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.

Nutrition

1.0 Nutrition Knowledge

At around 48 months of age	*At around 60 months of age*
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

2.0 Nutrition Choices

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.

3.0 Self-Regulation of Eating

3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.

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Health:
Piecing Together the Health Domain Content Puzzle

Focus Statement

Students become familiar with the content and structure of the health domain foundations as they assemble the strands, substrands, and foundations of the domain.

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.

- Child Growth and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Categorizing
- Class discussion
- Pairs or small group work
- Problem solving
- Reflection—individual or large group

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Learning Environments and Curriculum
- Health, Safety, and Nutrition

Health:
Piecing Together the Health Domain Content Puzzle

Before You Start

In this learning experience, students will review the organizational structure and content of the health domain of the *California Preschool Learning Foundations, Volume 2*. In addition to acquainting students with the specific content of this domain, the learning experience can serve as an introduction to the organizational structure of all the preschool learning foundations domains because their structures are very similar.

Students will be assembling puzzles of the domain elements, and Handout 2 is included if you wish to use it. The pieces may be cut and packaged in an envelope prior to the class session. An electronic version of the handout will be available when this instructional guide is available online at www.wested.org/facultyinitiative. You could also make your own puzzle pieces by making a large card for each strand, a paper strip for each of the substrands (including the wording "*At around 48 months of age*" and "*At around 60 months of age*" on a line below the substrand name), and strips for each of the foundations. The number of sets will depend on how you choose to group the students—individually, in pairs, or in small groups.

It will also be helpful to have several copies of the *California Preschool Learning Foundations, Volume 2* available for students to check their work. A copy of the strands, substrands, and foundations for this domain is included as Handout 1 of this learning experience. It can also be found in the Appendix C of this instructional guide. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

The health domain has three strands: Health Habits, Safety, and Nutrition. The Health Habits strand has four substrands, the Safety strand has one substrand, and the Nutrition strand has three substrands. A listing can be found on page 79 of the *California Preschool Learning Foundations, Volume 2* and is provided here for quick reference:

Slide 2

Health Habits (Strand)

1.0 Basic Hygiene (Substrand)

2.0 Oral Health (Substrand)

3.0 Knowledge of Wellness (Substrand)

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4.0 Sun Safety (Substrand)

Slides 3-4

Safety (Strand)

1.0 Injury Prevention (Substrand)

Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

3.0 Self-Regulation of Eating (Substrand)

Information from the *California Preschool Learning Foundations, Volume 2* will also be covered in this learning experience:

- Health domain introduction (pp. 70-79)
- Age designations of foundations (p. 79)
- Overview of the three strands in the Bibliographic Notes (pp. 88–93)

This information may be delivered through lectures or assigned readings.

Active Learning

Getting it started

Introduce the domain by reviewing the overview of the three strands and their substrands. If students have not read the material on pages 75–79 and 88-93 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) prior to class, ask them to do so and note any terms or concepts that may be new to them.

Then discuss the age designations (that is, *"At around 48 months of age"* and *"At around 60 months of age")* and how the foundations focus on knowledge and skills that most children can acquire by the end of their first or second year in a high-quality preschool. Review some of the examples under a few foundations for each age grouping so that students develop a sense of the progression of knowledge and skill acquisition. Make sure students understand "that the foundations are age-related and not age-dependent" (PLF, V2, p. 79).

Slide 5

Keeping it going

Distribute the puzzle sets to the students and explain that they are to assemble them by first identifying the three strands and then placing the appropriate substrands and foundations under each strand. Point out that some of the foundations are very

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similar because one is related to "*around 48 months of age*" and the other to "*around 60 months of age*."

Having students work in pairs or small groups promotes discussion of the content as students determine where each foundation goes. Encourage them to discuss their choices and be ready to explain them to others.

Putting it together
Ask students to compare their completed puzzles with the actual organization of the foundations in the *California Preschool Learning Foundations, Volume 2*. Ask them to note where their puzzles differed from the actual foundations and why they think the foundations are ordered the way they are.

Taking it further
Ask students to discuss which foundations they believe are the most important for teachers to know about and where there is the most need for teachers to support children's development. Students then are to rearrange the foundation puzzle pieces to reflect these priorities and be able to explain why.

Online Options

Instead of putting together puzzles of the strands, substrands, and foundations, students could first review Handout 1 of the domain foundations and then prioritize the foundations as described in the "Taking it further" section. Students would then post their lists online for discussion.

Another approach/way
Depending on the number of students and the time allotted for this learning experience, you may choose to assign the Health Habits strand to half the class and the Safety and Nutrition strands to the other half. Students would then share their completed puzzles with the whole class.

Reflection

After the students have reviewed and compared their puzzles, ask them to respond to the following questions:

Slide 6

- As you look at the completed puzzles, what stands out to you?
- Were some strands and substrands easier to put together than others? Which ones and why? Which strand and substrands were most challenging? Why?
- What are some examples you have seen of any of these foundations?

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- Which substrand do you want to know more about? How could you discover more about that substrand?

Health

Health Habits

1.0 Basic Hygiene

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

2.0 Oral Health

2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.

3.0 Knowledge of Wellness

3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.

4.0 Sun Safety

4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.

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Safety

1.0 Injury Prevention

At around 48 months of age	*At around 60 months of age*
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.

Nutrition

1.0 Nutrition Knowledge

At around 48 months of age	*At around 60 months of age*
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

2.0 Nutrition Choices

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.

3.0 Self-Regulation of Eating

3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.

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Health Domain Puzzle

Health Habits	
At around 48 months of age	At around 60 months of age
Basic Hygiene	
Demonstrate knowledge of some steps in the handwashing routine.	Demonstrate knowledge of more steps in the handwashing routine.
Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	Begin to independently practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.
Oral Health	
Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.
Knowledge of Wellness	
Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
Begin to understand that health-care providers try to keep people well and help them when they are not well.	Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.

Health Habits -- Continued	
At around 48 months of age	At around 60 months of age
Knowledge of Wellness -- Continued	
Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.
Sun Safety	
Begin to practice sun-safe actions, with adult support ad guidance.	Begin to practice sun-safe actions with decreasing adult support ad guidance.

Safety	
At around 48 months of age	At around 60 months of age
Injury Prevention	
Follow safety rules with adult support and prompting.	Follow safety rules more independently though may still need adult support and prompting.
Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	Demonstrate increased ability to follow emergency routines after instruction and practice.
Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	Show increased ability to follow transportation and pedestrian safety rules with adult instruction and supervision.

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Nutrition	
At around 48 months of age	At around 60 months of ago
Nutrition Knowledge	
Identify different kinds of foods.	Identify a larger variety of foods and may know some of the related food groups.
Nutrition Choices	
Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	Demonstrate a greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
Indicate food preferences that reflect familial and cultural practices.	Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.
Self-Regulation of Eating	
Indicate awareness of own hunger and fullness.	Indicate greater awareness of own hunger and fullness.

Health:
Exploring the Content of the Health Domain Foundations

Focus Statement

Students explore the content of the health domain foundations by creating a poster or brochure of the domain's key content.

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.

- Child Growth and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Creation of a visual representation
- Literature review
- Peer review and feedback
- Reflection—individual or large group
- Short paper

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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

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particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

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Health:
Exploring the Content of the Health Domain Foundations

Before You Start

In this learning experience, students summarize the knowledge and skills described in the health domain foundations by creating a poster that illustrates the foundations for a substrand.

If you do this learning experience in class, it would be helpful to provide poster materials such as chart paper, colored markers or pencils, crayons, scissors, tape/glue sticks, and colored paper.

Information Delivery

Students will be asked to become familiar with the strands and substrands in the health domain. These are found on pages 79–87 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2), and a summary of the strands and substrands is listed here for reference:

Slides 2-4

Health Habits (Strand)

- 1.0 Basic Hygiene (Substrand)
- 2.0 Oral Health (Substrand)
- 3.0 Knowledge of Wellness (Substrand)
- 4.0 Sun Safety (Substrand)

Safety (Strand)

- 1.0 Injury Prevention (Substrand)

Nutrition (Strand)

- 1.0 Nutrition Knowledge (Substrand)
- 2.0 Nutrition Choices (Substrand)
- Self-Regulation of Eating (Substrand)

A summary of the strands, substrands, and foundations for this domain can be found in the Appendix C of this instructional guide. An electronic version of Appendix C will be available

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when this instructional guide is online at www.wested.org/facultyinitiative.

Active Learning

Getting it started

You may have students do this learning experience individually, in pairs, or in small groups. You can also have the students choose the substrand they want to work on, assign the substrands to individual or groups of students, or let students randomly select a substrand by selecting one from strips of paper, each with the name of a different substrand.

Have students review the foundations and examples in their substrand so they develop a good understanding of the content. Have them note any vocabulary that is new or unfamiliar and find definitions for those terms.

Keeping it going

Then explain to students that they are to develop a poster illustrating their substrand. If there is more than one foundation in the substrand, they should try to reflect all the foundations in their poster.

Putting it together

Have students display their posters around the room and provide time for the students to look at all the posters. Ask them to note which substrand is represented by each poster.

Another approach/way

Instead of a poster, have students develop a fact sheet for their substrand such as a brochure or pamphlet that can be shared with parents. Provide an opportunity for students to review the other students' products. A group discussion could include these questions:

Online Options

Students could post their fact sheets or brochures online. Students could also respond to the suggested discussion questions online.

Slide 5

- What stood out for you from these fact sheets/brochures?
- What was easy to do in creating your fact sheet/brochure? What was more challenging?
- What did you need to keep in mind when developing the messages in these fact sheets/brochures?
- How might you share these with families?

Reflection

After the students have reviewed all the posters, have them respond to the following questions:

Slide 6

- Which images stood out for you from these posters?
- What was surprising or intriguing? Was anything puzzling?
- What did you learn from creating posters of the substrands in the health domain? What were some challenges and how did you address them?
- After seeing all the posters, what might you do differently in your poster?

Deeper Understanding

From the *California Preschool Learning Foundations, Volume 2*, ask students to find two or three articles in the "Bibliographic Notes" (pp. 88–93) or in the "References and Source Materials" (pp. 96–101) that relate to their poster. Ask them to prepare a short summary of the articles that includes the following elements:

Slide 7

- Summary of each article
- Key points
- Implications for practice in preschool programs and/or with families of young children

Health:
Conversations About Key Content in the Health Domain

Focus Statement

Students become familiar with the key concepts in the health domain by reviewing the introductory sections to the health foundations and having conversations about these concepts with other students.

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.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Conversation grid
- Jigsaw reading
- Literature review
- Reflective discussion—large group
- Short paper

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Culture, Diversity, and Equity
- Family and Community Engagement
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

Health:
Conversations About Key Content in the Health Domain

Before You Start

It is important for students to develop an awareness of the many factors that play a part in children's health. The impact of preschool can be significant as health knowledge and practices that children acquire during the preschool years can last a lifetime. Becoming familiar with children's cognitive abilities regarding health concepts is also part of students' acquiring an understanding of the health foundations. Students should also be aware of the family's role in children's health, such as the influences of the families' culture, education, attitudes, and resources. This knowledge will help students when, as teachers, they develop partnerships with the families of the children in their classes.

Students will explore the information presented in the introductory material of the health domain by individually reviewing sections of the introduction, identifying key concepts, and sharing these key concepts with their classmates through a conversation grid. Handout 1, a conversation grid, can be used and is included with this learning experience. An electronic version of Handout 1 will be available when this instructional guide is online at www.wested.org/facultyinitiative. Students will also need access to the *California Preschool Learning Foundations, Volume 2* to read the assigned sections.

For the class comparison of their conversation grids, you will also need several sheets of chart paper or a large whiteboard and appropriate markers.

Information Delivery

Slide 2

Students will be asked to become familiar with the introductory material in the health domain, which is found on pages 70–79 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2). The introductory topics are listed here for quick reference:

- The Impact of Preschool on Children's Health (p. 70)
- Factors Shaping Preschool Children's Health (p. 71)
- The Role of Families in Children's Health (p. 72)
- The Role of Preschool in Children's Health (pp. 72–73)
- The Ability to Reason About Health Concepts (pp. 73–75)

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- Health-Related Practices and Routines in Preschool (pp. 75–76)
- Oral Health (p. 76)
- Injuries (p. 77)
- Nutrition (pp. 77–79)

Active Learning

Getting it started
Begin by assigning students a section of the introductory material in the health domain to review. Depending on the size of your class, more than one student will probably be assigned to each section. You may wish to assign more students to the sections that have more content, such as "The Ability to Reason About Health Concepts" and "Nutrition".

Slide 3

Keeping it going
Have students list the key points for each section and then identify those they think are the top three. Give the students the sample conversation grid (included as Handout 1) or have each student make a similar grid.

Putting it together
Explain that the students are to introduce themselves to their classmates and exchange the three key points for the sections they have read. Each student is to write the other student's name on the grid and the three key points the other student shares. Students are to mingle and interview classmates until they have at least three key points for each of the nine sections. Remind students to ask their peers for explanations if the key points do not seem clear.

Online Options

Students could post their key points online and then complete a conversation grid.

Taking it further
Prepare a sheet of chart paper per section, and write the name of each section at the top. Have the students who originally developed the key points for a section write their top three key points on the appropriate chart. Students can then compare their individual conversation grids with the list of points on the chart papers and add other points to their grids.

Another approach/way
Divide the class into nine groups and assign each group one of the sections. The groups discuss their assigned section and develop a list of key points. They then agree on three key points that they will present to the rest of the class. As each group

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makes its presentation, the other students complete the conversation grid, noting the names of the students in the group as well as the key points.

Reflection

Slide 4

Complete the session with a class discussion based on the following questions:

- What ideas stood out most for you today?
- Which ones reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new perspective to your work now or in the future?
- What further information or support do you need?
- What first step do you need to take?

Deeper Understanding

Slides 5-6

The chapter on the health foundations in the *California Preschool Learning Foundations, Volume 2* (PLF, V2) begins with the following quotation on page 70*:* "The earliest years of our lives set us on paths leading toward—or away from— good health." (Robert Wood Johnson Foundation 2008)

Students are to write a short paper that provides evidence for this quotation, using some of the key points from their conversation grids as a starting point. They can develop their papers by using additional material from the "Bibliographic Notes" (PLF, V2, pp. 88–93) and the "References and Source Materials" (PLF, V2, pp. 96–101).

Conversations About Key Content in the Health Domain

(Page 1 of 3)

Names	Key Points
The Impact of Preschool on Children's Health	
	1.
	2.
	3.
	Other
Factors Shaping Preschool Children's Health	
	1.
	2.
	3.
	Other
The Role of Families in Children's Health	
	1.
	2.
	3.
	Other

Conversations About Key Content in the Health Domain

(Page 2 of 3)

Names	Key Points
The Role of Preschool in Children's Health	
	1.
	2.
	3.
	Other
The Ability to Reason About Health Concepts	
	1.
	2.
	3.
	Other
Health-Related Practices and Routines in Preschool	
	1.
	2.
	3.
	Other

Conversations About Key Content in the Health Domain

(Page 3 of 3)

Names	Key Points
Oral Health	
	1.
	2.
	3.
	Other
Injuries	
	1.
	2.
	3.
	Other
Nutrition	
	1.
	2.
	3.
	Other

Health:
Linking the Research and Rationale for the Health Domain to Children's Health Issues

Focus Statement

Students review the research base regarding current issues around children's health that are related to the health domain foundations.

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.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Interviews of community members
- Literature review
- Panel presentation
- Reflection—individual or large group
- Small group work

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Health, Safety, and Nutrition
- Professionalism
- Administration and Supervision

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Health:
Linking the Research and Rationale for the Health Domain to Children's Health Issues

Before You Start

Concerns regarding children's health and physical well-being have been raised and received considerable attention during the past years. Childhood obesity and increased prevalence of diseases such as diabetes and heart disease in young children have been linked to health choices and practices and access to health care, health information, and nutritious food. These access issues as well as certain practices may be related to family beliefs, values, language, and economic circumstances.

Because of the importance of health, safety, and nutrition in children's preschool experiences, students should be aware of some of the research around these issues and how they inform the foundations in the health domain.

Information Delivery

Students will be asked to read the introductory material in the health foundations of the *California Preschool Learning Foundations, Volume 2* (PLF, V2):

Slides 2

- The Impact of Preschool on Children's Health (p. 70)
- Factors Shaping Preschool Children's Health (p. 71)
- The Role of Families in Children's Health (p. 72)
- The Role of Preschool in Children's Health (pp. 72–73)
- The Ability to Reason About Health Concepts (pp. 73–75)
- Health-Related Practices and Routines in Preschool (pp.75–76)
- Oral Health (p. 76)
- Injuries (p. 77)
- Nutrition (pp. 77–79)

Active Learning

Getting it started

Ask students to review the introductory material on pages 70–79 of the *California Preschool Learning Foundations, Volume 2*

(PLF, V2) and then list the key issues or topics as a large group. Review the list to clarify any items, and make sure that similar ones are combined or grouped together.

Keeping it going

Have students form teams of three or four and either assign each team an issue or let each team select one. The teams are then to research the topic and prepare a panel presentation that includes the following elements:

Slide 3

- Brief overview of the topic/issue
- Research citations
- Summary of the research findings
- Explanation of how the findings relate to any of the foundations (specify which foundations)

Depending on the students' experience in doing literature reviews, you may choose to have them work only from the references in the bibliographic notes (PLF, V2, pp. 88–93) and the references and source materials (PLF, V2, pp. 96–101) or find additional materials.

Online Options

Students could prepare written reports on their topics and post these online instead of doing panel presentations.

Putting it together

Have each panel present its findings and provide time for the other students to pose questions to the panel.

Slide 4

Taking it further

Ask students to further explore their issue or topic by interviewing someone in their community who can address the issue from a local perspective. For example, someone in the county public health department may be able to cite local incidence rates of diabetes in different demographic groups or occurrence of children's accidents by type and age. Students can summarize the interviews and discuss how this information influences their thinking about specific foundations.

Online Options

Students could prepare written summaries of their interviews and post these online.

Slide 5

Another approach/way

You may ask students to bring in health-related material from the mainstream/popular press (for example, magazines, newspapers, television and radio shows, and so forth) and

identify topics or issues from these sources. The student groups then review the introductory material, bibliographic notes, and references and source materials in the *California Preschool Learning Foundations, Volume 2* (PLF, V2) to prepare their panel presentations on an assigned or chosen issue. The presentations should include the following content:

- Brief overview of the topic/issue
- References cited in the health domain of the PLF, V2 that were reviewed
- Summary of the findings or conclusions
- Discussion of how information in the popular press relates to content in the health domain of the PLF, V2

Reflection

Slide 6

After all the groups have presented, conclude the learning experience by having a class discussion or asking students to individually respond to these questions:

- What information from the panels caught your attention or stood out for you?
- Which topics or issues were especially meaningful to you? Why?
- What new or different perspectives do you have? How have the panel presentations been helpful in developing these perspectives?
- What information do you want to remember as you use the health domain foundations in your work with children and families?

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Health:
Linking the *California Preschool Learning Foundations* and the Kindergarten Content Standards Related to Health

Focus Statement

Students become familiar with the California Department of Education's *Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (March 2008) and explore their relationship to the health foundations in the *California Preschool Learning Foundations, Volume 2.*

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.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Jigsaw reading
- Peer review and feedback
- Reflection paper
- Reflective discussion—large group
- Small group work

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Culture, Diversity, and Equity
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

May be duplicated for educational purposes only.

Health:
Linking the *California Preschool Learning Foundations* and the Kindergarten Content Standards Related to Health

Before You Start

In this learning experience, students are introduced to the California Department of Education's *Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (March 2008). It is important for students to be aware of these content standards and the ways in which they align with the preschool learning foundations for health.

You may want to remind students that they can download the standards from the California Department of Education's Web site (http://www.cde.ca.gov/be/st/ss/).

Handout 1 is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Students will be asked to review the health domain foundations of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and the *Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, California Department of Education (CDE), March 2008.

The following is a summary of the six content areas, the number of standards, and the number of skills. Note that the number of standards listed below includes only the standards for which there are skills at the kindergarten level.

Slide 2

- Nutrition and Physical Activity – 5 standards with 10 skills
- Growth and Development – 1 standard with 6 skills
- Injury Prevention and Safety – 6 standards with 21 skills
- Alcohol, Tobacco, and Other Drugs – 1 standard with 5 skills
- Mental, Emotional, and Social Health – 7 standards with 13 skills
- Personal and Community Health – 4 standards with 9

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skills

This information can be reviewed prior to or during class.

Active Learning

Getting it started

Ask students to review pages 1-5 of the *Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (March 2008).

Assign the six health content areas to students for review. If you have students work in teams, you may wish to assign different combinations of the content areas to each team because the number of standards and skills listed for each content area varies.

Depending on the number of students in your class, you may want to divide the students into one of these two groupings with the listed assignments of standards:

- Six groups
  - Nutrition and Physical Activity – Standards 1, 2, 4, 5, & 7 (10 skills)
  - Growth & Development; Alcohol, Tobacco, and Other Drugs – Standard 1 for each (11 skills)
  - Injury, Prevention, and Safety – Standard 1 (13 skills)
  - Injury, Prevention, and Safety – Standards 3, 4, 5, 7, & 8 (8 skills)
  - Mental, Emotional, and Social Health – Standards 1, 2, 3, 4, 6, 7, & 8 (13 skills)
  - Personal and Community Health – Standards 1, 3, 4, & 7 (9 skills)
- Three groups
  - Nutrition and Physical Activity – Standards 1, 2, 4, 5, & 7; Mental, Emotional, and Social Health – Standards 1, 2, 3, 4, 6, 7, & 8 (23 skills)
  - Growth & Development – Standard 1; Alcohol, Tobacco, and Other Drugs – Standard 1; Personal and Community Health–Standards 1, 3, 4, & 7 (20 skills)
  - Injury, Prevention, and Safety – Standards 1, 3, 4, 5, 7, & 8 (21 skills)

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Slide 3

Ask the students to prepare a grid or table with the standards listed on the left side and the foundations across the top. Handout 1 following this learning experience is provided as a sample.

Keeping it going

Ask the students to compare the standards with the foundations and note where there are connections. They can do this by filling in the grid.

Putting it together

If students have worked in teams, have the teams present their grids to the rest of the class. Ask if there are other connections that may not have been noted or if there are questions about any of the relationships indicated.

Online Options

Students could post their completed grids online for review by their classmates.

If students have worked individually and compared all the standards with the foundations, have them compare their grids with another student. Have them discuss any differences in their grids.

Taking it further

Ask students to review the overarching health content standards in the introduction of the *Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (pp. vii–viii). Ask them to compare the rationale for each standard with the information in the introductory material to the health domain in the *California Preschool Learning Foundations, Volume 2* (pp. 70–79). Where do they see parallels between the standards and the health domain introduction segments?

Another approach/way

Instead of completing a grid, have students write a reflection paper that addresses the questions in the reflection section of this learning experience.

Reflection

Slides 4-5

Conclude the session by having the class discuss the following questions:

- What are the purposes of the preschool learning foundations and the kindergarten content standards?

Online Options

After reviewing their classmates' grids, students could conduct an online discussion of the reflection questions.

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- Where do you see similarities and differences between the health foundations and the CDE health content standards for kindergarten? What might be some reasons for these similarities and differences?
- Why is it important for preschool teachers to be aware of the kindergarten content standards?
- What are some general ways that preschool teachers and kindergarten teachers can use the preschool health foundations and the kindergarten health content standards in their classroom practices?

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Health Domain: Linking the *California Preschool Learning Foundations* and the Kindergarten Content Standards Related to Health
Handout 1 – Linking the *California Preschool Learning Foundations* and the Kindergarten Content Standards Related to Health

Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

(Page 1 of 10)

Kindergarten Content Standards →	Strand: Health Habits								
	Substrand: Basic Hygiene		Substrand: Oral Health	Substrand: Knowledge of Wellness				Substrand: Sun Safety	
Nutrition and Physical Activity	1.1	1.2	2.1	3.1	3.2	3.3		4.1	
Standard 1: Essential Concepts									
Standard 2: Analyzing Influences									
Standard 3: Accessing Valid Information – Skills not identified until grade two									
Standard 4: Interpersonal Communication									
Standard 5: Decision Making									
Standard 6: Goal Setting – Skills not identified until grade two									
Standard 7: Practicing Health-Enhancing Behavior									
Standard 8: Health Promotion – Skills not identified until grade two									

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Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

Kindergarten Content Standards ↓	Strand: Safety			Strand: Nutrition			
	Substrand: Injury Prevention			Substrand: Nutrition Knowledge	Substrand: Nutrition Choices		Substrand: Self-Regulation of Eating
Nutrition and Physical Activity	1.1	1.2	2.1	1.1	2.1	2.2	3.1
Standard 1: Essential Concepts							
Standard 2: Analyzing Influences							
Standard 3: Accessing Valid Information – Skills not identified until grade two							
Standard 4: Interpersonal Communication							
Standard 5: Decision Making							
Standard 6: Goal Setting – Skills not identified until grade two							
Standard 7: Practicing Health-Enhancing Behavior							
Standard 8: Health Promotion – Skills not identified until grade two							

Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

(Page 3 of 10)

Kindergarten Content Standards ↓	Strand: Health Habits						
	Substrand: Basic Hygiene		Substrand: Oral Health	Substrand: Knowledge of Wellness			Substrand: Sun Safety
Growth and Development	1.1	1.2	2.1	3.1	3.2	3.3	4.1
Standard 1: Essential Concepts							
Standards 2-8: Skills not identified until grade one							
Alcohol, Tobacco, and Other Drugs							
Standard 1: Essential Concepts							
Standards 2-8: Skills not identified until grade one							

Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

(Page 4 of 10)

Kindergarten Content Standards ↓	Strand: Safety			Strand: Nutrition			
	Substrand: Injury Prevention			Substrand: Nutrition Knowledge	Substrand: Nutrition Choices		Substrand: Self-Regulation of Eating
Growth and Development	1.1	1.2	2.1	1.1	2.1	2.2	3.1
Standard 1: Essential Concepts							
Standards 2-8: Skills not identified until grade one							
Alcohol, Tobacco, and Other Drugs							
Standard 1: Essential Concepts							
Standards 2-8: Skills not identified until grade one							

Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

Kindergarten Content Standards ↓	Strand: Health Habits						
	Substrand: Basic Hygiene		Substrand: Oral Health	Substrand: Knowledge of Wellness			Substrand: Sun Safety
Injury Prevention and Safety	1.1	1.2	2.1	3.1	3.2	3.3	4.1
Standard 1: Essential Concepts							
Standard 2: Analyzing Influences – Skills not identified until grade one							
Standard 3: Accessing Valid Information							
Standard 4: Interpersonal Communication							
Standard 5: Decision Making							
Standard 6: Goal Setting – Skills not identified until grade four							
Standard 7: Practicing Health-Enhancing Behavior							
Standard 8: Health Promotion							

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Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

Kindergarten Content Standards ↓	Strand: Safety			Strand: Nutrition			
	Substrand: Injury Prevention			Substrand: Nutrition Knowledge	Substrand: Nutrition Choices		Substrand: Self-Regulation of Eating
Injury Prevention and Safety	1.1	1.2	2.1	1.1	2.1	2.2	3.1
Standard 1: Essential Concepts							
Standard 2: Analyzing Influences – Skills not identified until grade one							
Standard 3: Accessing Valid Information							
Standard 4: Interpersonal Communication							
Standard 5: Decision Making							
Standard 6: Goal Setting – Skills not identified until grade four							
Standard 7: Practicing Health-Enhancing Behavior							
Standard 8: Health Promotion							

Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

Kindergarten Content Standards ↓	Strand: Health Habits						
	Substrand: Basic Hygiene		Substrand: Oral Health	Substrand: Knowledge of Wellness			Substrand: Sun Safety
Mental, Emotional, and Social Health	1.1	1.2	2.1	3.1	3.2	3.3	4.1
Standard 1: Essential Concepts							
Standard 2: Analyzing Influences							
Standard 3: Accessing Valid Information							
Standard 4: Interpersonal Communication							
Standard 5: Decision Making – Skills not identified until grade two							
Standard 6: Goal Setting							
Standard 7: Practicing Health-Enhancing Behavior							
Standard 8: Health Promotion							

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Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

(Page 8 of 10)

Kindergarten Content Standards ↓	Strand: Safety			Strand: Nutrition			
	Substrand: Injury Prevention			Substrand: Nutrition Knowledge	Substrand: Nutrition Choices		Substrand: Self-Regulation of Eating
Mental, Emotional, and Social Health	1.1	1.2	2.1	1.1	2.1	2.2	3.1
Standard 1: Essential Concepts							
Standard 2: Analyzing Influences							
Standard 3: Accessing Valid Information							
Standard 4: Interpersonal Communication							
Standard 5: Decision Making – Skills not identified until grade two							
Standard 6: Goal Setting							
Standard 7: Practicing Health-Enhancing Behavior							
Standard 8: Health Promotion							

Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

(Page 9 of 10)

Kindergarten Content Standards ↓	Strand: Health Habits						
	Substrand: Basic Hygiene		Substrand: Oral Health	Substrand: Knowledge of Wellness			Substrand: Sun Safety
Personal and Community Health	1.1	1.2	2.1	3.1	3.2	3.3	4.1
Standard 1: Essential Concepts							
Standard 2: Analyzing Influences – Skills not identified until grade one							
Standard 3: Accessing Valid Information							
Standard 4: Interpersonal Communication							
Standard 5: Decision Making – Skills not identified until grade one							
Standard 6: Goal Setting – Skills not identified until grade one							
Standard 7: Practicing Health-Enhancing Behavior							
Standard 8: Health Promotion – Skills not identified until grade one							

Linking the *California Learning Foundations* and the Kindergarten Content Standards Related to Health

(Page 10 of 10)

Kindergarten Content Standards ↓	Strand: Safety			Strand: Nutrition			
	Substrand: Injury Prevention			Substrand: Nutrition Knowledge	Substrand: Nutrition Choices		Substrand: Self-Regulation of Eating
Personal and Community Health	1.1	1.2	2.1	1.1	2.1	2.2	3.1
Standard 1: Essential Concepts							
Standard 2: Analyzing Influences – Skills not identified until grade one							
Standard 3: Accessing Valid Information							
Standard 4: Interpersonal Communication							
Standard 5: Decision Making – Skills not identified until grade one							
Standard 6: Goal Setting – Skills not identified until grade one							
Standard 7: Practicing Health-Enhancing Behavior							
Standard 8: Health Promotion – Skills not identified until grade one							

Health:
Reviewing the Research and Rationale for the Health Domain

Focus Statement

Students become familiar with the rationale and key concepts for the health domain foundations by reviewing and identifying key concepts in the introductory material and exploring other references and resources.

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.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Jigsaw reading
- Literature review
- Note-taking guide or outline
- Reflection paper
- Small group work

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

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Health:
Reviewing the Research and Rationale for the Health Domain

The foundations in the health domain reflect the increasing research on and recognition of the importance of health education in early childhood. There are both direct and indirect health benefits for children—particularly for those with risk factors—who attend comprehensive and high quality early childhood programs. Some research indicates that individual health habits can begin at a very young age (for example, risk factors for heart disease) and last a lifetime.

Research also shows that children's health understanding and practices are most commonly acquired at home and through their family relationships. In addition to different cultural beliefs and practices, families' daily schedules and home and community environments may impact children's nutrition and physical activity. It is important for students to be aware that the children in their programs will have a wide variety of experiences with health care and understandings of health and health practices.

Information Delivery

Slide 2

Students will be asked to read the introductory material in the health foundations of the *California Preschool Learning Foundations, Volume 2* (PLF, V2):

- The Impact of Preschool on Children's Health (p. 70)
- Factors Shaping Preschool Children's Health (p. 71)
- The Role of Families in Children's Health (p. 72)
- The Role of Preschool in Children's Health (pp. 72–73)
- The Ability to Reason About Health Concepts (pp. 73–75)
- Health-Related Practices and Routines in Preschool (p.75–76)
- Oral Health (p. 76)
- Injuries (p. 77)
- Nutrition (pp. 77–79)

They will also review the glossary for the health domain (PLF, V2, pp. 94–95).

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Active Learning

Getting it started

Divide the students into groups of nine and assign one of the nine topics in the introductory pages to each group. Have the students individually read their assigned section.

Keeping it going

Each student is then to develop an outline of the following information from the assigned section:

Slide 3

- Key points
- Research or sources
- Glossary terms

Online Options

Students could be assigned to review and prepare an outline of a specific section of the introductory material. These outlines are then posted online for all students.

Putting it together

Then have the students take turns sharing their outlines with the other members of their group. Encourage students to ask for clarification during this process.

Taking it further

After all the students in a group have shared their information, ask the group to prepare a summary that addresses these questions:

Slide 4

- Which three to five key points stood out for you?
- What themes did you note across the outlines?
- What key messages might be shared with families?
- What will be important for you to remember when you use the foundations in your work?

Another approach/way

Have the students form nine groups, and assign each group one of the nine topics from the introduction. Have the students first individually read the assigned section. Then the students are to develop a joint summary of the following information:

Slide 5

- Key points
- Research or sources
- Glossary terms

Ask the students to form new groups so that one member of each of the original nine is in each new group. The number of new groups will depend on the size of your class. If one of the new groups does not have a member from one of the original nine groups, a student from that original topic group will be

asked to share the group's outline with more than one of the new groups.

Then the nine students in the new groups take turns sharing the summary from their group with the other eight members.

Reflection

After students have shared their outlines or summaries, ask them to individually write a short response to each of these questions:

Slide 6

- What key phrases or ideas stood out for you from all the outlines or summaries?
- What was something new you learned? What surprised you?
- How will this information help you understand the foundations?
- What is a topic that you would like to learn more about?

Deeper Understanding

Students choose one of the nine topic areas and find additional information in the bibliographic notes or references and source materials. Students then develop a short paper on the topic that is framed by these questions:

Slide 7

- Why did you choose this topic?
- What references and resources did you review?
- What information from those references/resources expanded your knowledge and understanding of the topic?
- How will you apply this information to your work with children and the health foundations?

Health:
Exploring the Impact of Families and Culture on Children's Development of Health Practices

Focus Statement

Students explore the ways families' diverse beliefs, values, practices, and circumstances are related to children's behavior and knowledge regarding health by role-playing scenarios.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Peer review and feedback
- Reflection—individual or large group
- Role playing
- Small group work

California Early Childhood Educator Competency Areas to Consider

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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
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Special Needs and Inclusion
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism

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Health:
Exploring the Impact of Families and Culture on Children's Development of Health Practices

Before You Start

This learning experience guides students in thinking about ways families' perspectives about health practices may be different from their own and how these differences might impact their understanding of how children acquire the knowledge and skills in the health foundations. By thinking through the scenarios in this learning experience, students will also become aware of different family situations and circumstances that may impact health practices.

When discussing how to role-play a scenario, students may have different ideas about how to address the situation or issue raised in the scenario. If there is strong disagreement, encourage the students to role-play the scenario in different ways and explain their reasoning for the different approaches. Use this as an opportunity for additional discussion about how different experiences and beliefs shape our perspectives and actions.

Five scenarios based on different foundations are included as Handout 1 with this learning experience. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative. You may wish to develop additional scenarios or substitute these with ones that specifically reflect some of the beliefs and practices held by the families in your community.

Information Delivery

Students will be asked to become familiar with the strands and substrands in the health domain. These are found on page 79 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and listed here for reference:

Slides 2-4

Health Habits (Strand)

- 1.0 Basic Hygiene (Substrand)
- 2.0 Oral Health (Substrand)
- 3.0 Knowledge of Wellness (Substrand)
- 4.0 Sun Safety (Substrand)

Safety (Strand)

- 1.0 Injury Prevention (Substrand)

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Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

3.0 Self-Regulation of Eating (Substrand)

Active Learning

Getting it started
Begin by having students review the foundations in the health domain. Ask them to think about the ways that families' experiences, beliefs, and practices might relate to the foundations.

If you have done the learning experience in this instructional guide, titled "Exploring Family and Community Beliefs and Practices About Health," students can refer to their interviews for a review of family experiences and cultural beliefs and practices related to health, safety, and nutrition.

Keeping it going
Divide the class into groups of three or four students per group, and assign a scenario to each group. Depending on your class size, more than one group may have the same scenario.

Give students time to discuss their scenario, and ask them to identify key points to consider. They may refer to the themes identified in their interviews. Each group is then to plan how they will role-play their scenario.

Online Options

Instead of role-playing the scenarios, students could write a short script depicting a conversation between a teacher and parent that addresses the scenario.

Putting it together
Have the groups take turns role-playing their scenario for the rest of the class.

After each presentation, ask the class to comment on these questions:

Slide 5

- What did you observe?
- What reaction did you have?
- What were the considerations raised in the role-playing?
- Would you have done anything differently? If so, what?

Another approach/way
Instead of using the scenarios included with this learning experience, have students develop their own scenarios based on a substrand or foundation. The students who develop the

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scenario could then role-play their own scenario, or you could have a group of students role-play the scenario developed by another group.

Reflection

Slide 6

After the students have role-played all the scenarios, ask them to reflect on their experience by responding to these questions:

- What one image stands out for you from these role-playing demonstrations?
- Did you find it easy or challenging to role-play your scenario? Why? What were some considerations your group discussed?
- What insights did you get from thinking through how you were going to role-play your scenario?
- What is one thing you want to remember from role-playing these scenarios when you work with children and families around health?

Role-Playing Scenarios

Scenario 1–Arthur

Strand: Nutrition, Substrand: Nutrition Choices, Foundation: 2.1/Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.

Four-year-old Arthur has been in your program for two months. You and the other teachers notice that Arthur eats primarily starches such as pasta, rice, potatoes, and breads. He doesn't eat any vegetables and will eat only a few fruits such as bananas and apples. Meals and snacks are served family style, and children are given the opportunity to serve themselves with some adult support as needed. Arthur usually refuses to try any fruits or vegetables or other new foods that are served or offered.

Arthur lives with his mother and a younger sibling. His mother works at a fast-food restaurant and often brings home food from the restaurant for her family. Arthur's mother walks and takes public transportation to and from work and the children's child care program, so her workday is very long.

Parent-teacher conferences are coming up, and Arthur's mother has arranged her work schedule to meet with you. How might you discuss Arthur's nutrition choices that you've observed?

Scenario 2–Corina

Strand: Nutrition, Substrand: Nutrition Choices, Foundation: 2.2/Indicate food preferences that reflect familial and cultural practices.

Corina is a four-year-old and her family is vegetarian. Her parents have asked that Corina not eat any meat or dairy products at school. A weekly menu is provided to all the families, and you have agreed to highlight any items that contain meat or dairy products. Corina's parents then send in foods to supplement Corina's lunch or snacks on days when some kind of meat or dairy product is served.

One day you overhear Anna, one of the other children, asking Corina why she brings in her own lunch sometimes. Corina tells the other children at her lunch table that she doesn't eat meat because "it's bad for you." Anna replies, "No, it's not. My mommy says eating meat helps me grow."

How would you respond to this conversation between Corina and Anna? What might you say to Corina, the other children, and Corina's parents?

Scenario 3–Yuri

Strand: Health Habits, Substrand: Basic Hygiene, Foundations: 1.1/Demonstrate knowledge of more steps in the handwashing routine. Also, 1.2/Begin to independently practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

Yuri is 4 ½ years old and has been in your class for three months. Two of his favorite centers are the dramatic play area and the listening center. He is sometimes a little hesitant in trying new activities, but he likes playing with the other children and usually can be encouraged to participate or try new things. Yuri has very limited vision and uses a wheelchair. When you discussed goals for Yuri with his parents, they requested that you help Yuri become more independent in his self-care skills.

After meeting with Yuri's parents and an early childhood special education teacher who regularly provides consultation in your class, you have developed a system of supports for Yuri to wash his hands before meals and at other times when needed. However, you've noticed that the handwashing is usually initiated by one of the adults or sometimes by one of the children.

How can you know if Yuri is developing independence in practicing health habits such as handwashing? What might you do?

Scenario 4–Shen

Strand: Health Habits, Substrand: Knowledge of Wellness, Foundation; 3.2/Begin to understand that health-care providers try to keep people well and help them when they are not well.

Shen is a four-year-old little boy whose family immigrated to the United States from China. Shen lives with his parents, paternal grandparents, and an older brother. Shen's parents both work long hours, and Shen's grandparents take Shen and his brother to school and watch them before and after school.

This is the first time Shen has been in a preschool program, and he spends most of his time with blocks, put-together toys, and trains. He will occasionally look at books on his own or try an art project. He speaks primarily Cantonese but seems to understand more English. There are four other children in your class who also speak Cantonese.

One day Shen is in the dramatic play area, and you notice that he is trying to jab some craft sticks into one of the dolls. One of the other children gets upset when she sees this and tries to stop Shen and pull the doll away. Shen stops but then does this again over the next few days—sometimes taking a doll and the sticks to another area by himself or getting into a tug-of-war over the doll with another child.

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Shen's grandparents do not speak English, so you send a note home to Shen's parents and ask if they can call you. When Shen's mother calls the next day, you describe Shen's behavior with the doll and craft sticks. At first Shen's mother seems puzzled, and then says that perhaps it's related to Shen's accompanying his grandmother to an acupuncturist.

What do you do the next time you observe Shen with the sticks and the doll?

Scenario 5–Serena

Strand: Nutrition, Substrand: Self-Regulation of Eating, Foundation; 3.1/Indicate awareness of own hunger and fullness.

You serve snack and lunch family style in your program and encourage the children to serve themselves and try things that may be new to them. Adults provide support for children to learn how to serve themselves appropriate amounts or portions of food. You also recognize that children's preferences and appetites may vary a lot from one day or week to the next.

Like other children, Serena sometimes finishes the serving she takes and other times may say she is full after just a few bites. You also notice that Serena usually is willing to try a new food. She is almost four years old.

This week Serena's mother has a week off from work, and today she is visiting your class. At lunchtime, you observe her making Serena eat everything on her plate even though Serena is getting upset—shaking her head, refusing to pick up the spoon, and pushing the plate away.

What would you do? What would you say to Serena's mother? What are things to consider?

Health:
Identifying Family and Cultural Beliefs and Practices About Health

Focus Statement

Students become aware of different family, community, and cultural beliefs and practices that influence what and how children learn about health by reflecting on some of their own experiences and interviewing other students.

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.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Brainstorming—individual
- Class discussion
- Class presentation
- Interviews of community members
- Literature review
- Peer interviews
- Reflection—individual or large group
- Short paper or report
- Small group work

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Special Needs and Inclusion
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism

Health:
Identifying Family and Cultural Beliefs and Practices About Health

Before You Start

Because of the immense diversity of families and children in California, it is important for students to think about the impact and influence that children's families and communities have on children's health. In this learning experience, students have an opportunity to not only reflect on their own experiences in this area but also to gain a broader perspective by learning about their peers' experiences.

In this learning experience, students develop interview questions around family and cultural health beliefs and practices and then interview one of their classmates. The interviews may raise some issues for students that are uncomfortable to discuss. Therefore, it is important to let students know that they can respond to the interview questions however they feel comfortable doing so. Also, it may be helpful to plan the interviews and discussion so that students can have a break afterwards.

You may also choose to remind students that this experience provides an opportunity to become aware of and consider how different family and cultural beliefs and practices around health may impact children's acquisition of the knowledge and skills in the health foundations. It is important that students recognize if they are feeling judgmental and use that information for their own self-reflection. This self-reflection might allow the students to present questions and engage in discussions without judgmental behaviors.

Information Delivery

Students will be asked to become familiar with the strands and substrands in the health domain. These are found on page 79 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and listed here for reference:

Slides 2-4

Health Habits (Strand)

1.0 Basic Hygiene (Substrand)

2.0 Oral Health (Substrand)

3.0 Knowledge of Wellness (Substrand)

4.0 Sun Safety (Substrand)

Safety (Strand)

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1.0 Injury Prevention (Substrand)

Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

3.0 Self-Regulation of Eating (Substrand)

You may also present or ask students to research some demographic information related to health that is specific to your community, such as health behaviors, health status, mortality, disease prevalence, and so forth. The following Web sites provide information at the state and county levels:

Slide 5

- http://communityhealth.hhs.gov/HomePage.aspx
- http://phpartners.org/health_stats.html
- http://www.countyhealthrankings.org/
- http://www.chis.ucla.edu/

Active Learning

Getting it started

Begin by having students review the health domain strands and substrands and the section on "The Role of Families in Children's Health" on page 72 of the *California Preschool Learning Foundations, Volume 2*. Then have students individually brainstorm a list of questions about health, safety, and nutrition beliefs and practices. You may prompt students' thinking by having them recall sayings or practices from their own families. For example, were there certain foods that they were given when they were ill or to keep them healthy? What health practitioners did their families use?

Next have the students form small groups and share their lists with the other members of their group. Ask them to develop a list of six questions that incorporates the main information the members of the group are interested in learning. The groups may need to consolidate, rewrite, discard, and prioritize questions from the individual lists in order to come up with six.

Slide 6

Then have each group post its list of six questions for the whole class. After the class has reviewed the list, conduct a discussion using these questions:

- Which question stood out for you?
- Which questions did you expect? Which ones surprised

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you?

- Which questions do you think might be easiest to ask? Which ones might be more difficult? Which ones might give the widest variety of responses?
- From all the lists of questions, which five would you use? Have students each write down their answer to this last question.

Online Options

Students may post their interview questions online. When preparing to do the interviews, students can then select their interview questions from all the lists.

Keeping it going

Students then are to find a partner to interview using the five questions they selected. Students take turns interviewing each other, and these interviews can be done in class or outside of class.

Online Options

Students could individually write a summary of their interviews and then post these for other students to review.

Putting it together

After all the interviews are completed, the students meet in their original groups and share their interview results. Each group compiles or summarizes their interviews in a written report. Ask them to look for common themes, things that were unique, and what considerations they should keep in mind when they use the health foundations.

Taking it further

You may choose to have each group do a presentation of its report or make copies of each report available to all the students.

Another approach/way

Instead of having students develop interview questions on the whole domain, you may divide the students into groups and assign each group to a strand. You could then have students interview a student from another group. When the interviews are done, the students go back to their strand groups to develop a report.

Reflection

Slide 7

Conclude this learning experience by asking students to reflect on the reports with these questions:

- What information from these reports caught your attention?
- What are some things that were new to you? Where would you like some clarification?

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- What are some main themes or key points that emerge from these reports about health beliefs and practices?
- How could you use this information in your work with children and families?

You may do this reflection in a full class discussion or ask students to individually respond.

Online Options

After reviewing the posted interview summaries, students could individually respond to the closing reflection questions and post these for the whole class or just the instructor.

Deeper Understanding

Each student selects an interview question and researches answers through a literature review and/or interviewing people in the community. Students can document their research through a written report or a journal entry if students are keeping journals.

Health:
Observing Examples of the Health Foundations During Preschool Routines

Focus Statement

Students explore the examples for the foundations in this domain. They then expand their understanding of the foundations by systematically observing routines in early care and education settings for more examples.

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.

- Child Growth and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Development of resource tool
- Observation
- Pairs work
- Reflection—individual

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition

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Health:
Observing Examples of the Health Foundations During Preschool Routines

Before You Start

Students are asked to observe specific daily routines in group settings and watch for examples of children's behavior that demonstrate foundations in the health domain. There are other times during a typical day when they will observe these foundations. However, the important experience here is for students to observe where they are most likely to see children developing toward the foundation behaviors in this domain. At a different point in their professional development when they are considering curriculum that supports these foundations, students will be working with ideas about where and when they can intentionally support children in working on these foundations. Focusing on routines for this learning experience also supports students in understanding the rich learning potential to be found in daily routines.

Before doing this learning experience, it will be helpful to acquaint your students with the structure and content of this domain. The learning experience in this instructional guide titled "Piecing Together the Health Domain Content Puzzle" would be appropriate for this purpose. It will be important to acquaint students with the strands and the substrands in this domain.

Become familiar, yourself, with the examples in this domain. Also recognize the importance of helping students understand that the examples provided in the *California Preschool Learning Foundations, Volume 2* (PLF, V2) publication are examples and not criteria that children must demonstrate. Children are expected to demonstrate the foundations in a variety of ways and settings using a wide range of materials.

You will need a copy of the *California Preschool Curriculum Framework, Volume 1* to review the description of the daily routines in the "Getting it started" section of this learning experience.

Two handouts are provided with this learning experience: Handout 1 has the summary of the health domain strands, substrands, and foundations (also found in Appendix C of this instructional guide) and Handout 2 is an observational guide. Electronic versions of both will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery	Review the strands and substrands in the health domain. This can be done by having the students read them aloud in turn or

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Slides 2-4

by having already completed the learning experience mentioned previously, "Piecing Together the Health Domain Content Puzzle." There is also a summary list of the health domain foundations in the Appendix of the *California Preschool Learning Foundations, Volume 2* publication on pages 111–112.

Active Learning

Getting it started

The routines that are listed below in this learning experience are from page 18 of the introduction to the *California Preschool Curriculum Framework, Volume 1* publication. In a large group discussion, ask students if they can give a short description of each of these terms, including when in the day and where in a group setting they might occur, as well as what typically happens during these routines.

Chart these descriptions as they are given so that students can see them as they proceed. Be sure they include both indoor and outdoor settings, since that could influence which of the foundations they might see in action:

Slide 5

- Arrivals
- Departures
- Transitions
- Mealtimes
- Naptimes
- Setup
- Cleanup

Next, have students work in pairs and spend some time examining the examples provided for each of the foundations in the health domain. Because the strands in this domain are not lengthy, it will be better to assign each pair of students to a strand.

The examples for the Safety strand do not easily illustrate safety foundations during routines. You can ask some pairs of more experienced students what some safety foundations might be that could be seen during routines, or you might decide to focus on the Health Habits and Nutrition strands.

Slide 6

Using Handout 2 provided for recording examples relating to routines, ask the pairs of students to read through the examples for their assigned strand or substrand and discover examples that they have seen or heard in young children. Ask students to write them down in the column that indicates during what routine they might be seen.

Then ask if they have seen or heard or can think of other ways in which children might demonstrate each foundation in their strand during routines. Ask students to write those down as well.

Keeping it going

To extend this understanding, ask students to build an example bank for health foundations. Through observing children during specific routines in preschool settings, students will discover examples of the foundations that might not be found in the C*alifornia Preschool Learning Foundations, Volume 2.*

Ask students to observe children in a preschool classroom. This could be where they are currently working or where they might have approved access to do an observation. If the observation can be done in pairs, it will increase the learning as each pair reviews and discusses their observations. Assign the students, in pairs or individually, to specific strands as the focus for their observations.

Provide students with a list of the foundations for the specific strand of the health domain they are observing and the observation guide handout for this learning experience.

Remind the students that, when they look for examples in settings in which they are working or with children they know, they are looking for observable behaviors or actions that demonstrate the foundations in action. Remind them also to focus on the particular routines that have been discussed.

The point of this learning experience is not to assess children's development but rather to explore the foundations and see where and how children demonstrate aspects of these foundations in their daily routines.

Students might be unsure if something is an example or they might be reluctant to label the development that they are observing, but suggest that they just document what they see as examples of the foundations and bring them back to class for discussion. It is in the discussion that greater understanding and clarity will emerge.

Online Options

Students' examples could be submitted online prior to class discussion and organized online by strands for all students to see and save.

Putting it together

Ask students to bring their lists of examples to class. Give students chart paper or whiteboard space so that they can display the examples they observed. Each student can write the examples out on strips of paper or list them on chart paper so that the entire class can see them. Be sure the examples are arranged by the strands or

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substrands that were observed and that they indicate the routine(s) during which they were observed.

Give students time to walk about and see what has emerged.

The following questions could be used to have the students discuss their review of the examples:

Slides 7-8

- Is there anything you particularly noticed about all the examples?
- Were there some routines in the classroom where it was easy to see certain foundations in action?
- Did some foundations appear in some routines and not others? Which were they and during which routines did they appear?
- Were there some routines in the classroom where it was difficult to see certain foundations in action?
- What does this tell you about the importance of ongoing observation in early care and education settings?
- What are the implications of this for your current or future work with young children?

Online Options

The set of questions for reflection above could also be responded to in an online format.

Be sure that the examples are collected and made available as a resource to students. This can be their example bank.

Reflection

Ask students to individually reflect on their experience and list several things they have learned about the relationship between observation and children demonstrating the foundations.

For example, they might have learned that you have to observe children over time and in multiple settings to see whether or not they are demonstrating foundations in action, or where they are in their development of the behaviors described in the foundations.

They might also have learned that children will demonstrate the foundations in many ways and, although the examples are helpful, adults need to be alert to other ways in which they might see examples of the foundations.

Discuss what they have learned as a whole class.

Health

Health Habits

1.0 Basic Hygiene

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

2.0 Oral Health

2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.

3.0 Knowledge of Wellness

3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.

4.0 Sun Safety

4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.

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Safety

1.0 Injury Prevention

At around 48 months of age	*At around 60 months of age*
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.

Nutrition

1.0 Nutrition Knowledge

At around 48 months of age	*At around 60 months of age*
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

2.0 Nutrition Choices

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.

3.0 Self-Regulation of Eating

3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.

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Observation Guide:
Exploring Examples of the Health Domain

Strand: *Health Habits* Substrand: Basic Hygiene
Setting: Examples:
Strand: *Health Habits* Substrand: Oral Health
Setting: Examples:
Strand: *Health Habits* Substrand: Knowledge of Wellness
Setting: Examples:

Strand: Health Habits Substrand: Sun Safety
Setting: Examples:
Strand: *Safety* Substrand: Injury Prevention
Setting: Examples:
Strand: Nutrition Substrand: Nutrition Knowledge
Setting: Examples:

Strand: *Nutrition* Substrand: Nutrition Choices
Setting: Examples:
Strand: *Nutrition* Substrand: Self-Regulation of Eating
Setting: Examples:

Health:
Exploring *Scripts* for the Health Domain in the Early Care and Education Setting

Focus Statement

Students focus on the concept of *scripts* for children in this domain and explore *scripts* that are familiar and common in the early care and education setting.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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- Child Growth and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Development of resource tool
- Interviews
- Lecture
- Observation
- Reflection—individual or large group
- Small group work

California Early Childhood Educator Competency Areas to Consider

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- Relationships, Interactions, and Guidance
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

Health:
Exploring *Scripts* for the Health Domain in the Early Care and Education Setting

Before You Start

This learning experience will enable students to see that many of the health foundations must be intentionally supported by adults in the classroom. Achieving the foundations in this domain frequently involves internalizing sequences of behavior and knowing when to apply them, such as handwashing. Although this learning experience involves some understanding of curriculum development in the health domain, such as developing *scripts* and using them repeatedly, it will familiarize students with the contexts in which young children can develop healthy and safe habits and the role of adults in creating those contexts.

You will need to prepare one chart paper for each strand, or assign space on a whiteboard for each strand. You will need markers so that you or the students can record the results of their small group work. Handout 1 is provided for students to use when developing their lists of *scripts*. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Introduce students to the concept of *scripts* for the health domain. A good way to do this is to have students read the introduction to the health domain in the *California Preschool Learning Foundations, Volume 2* (pp. 70–79), with special attention to pages 75 and 77, where *scripts* are described.

Slide 2

Be sure they understand that *scripts*

- are rules for behavior;
- describe what we do in certain situations;
- can be sayings, songs, or rhymes; and
- are the same over and over again.

Active Learning

Getting it started

Ask students to think of some *scripts* in their own lives relating to safety. One safety *script* that most students will probably know is "look both ways before crossing the street."

Point out that we have learned these because adults repeated them until they became automatic and shaped our behavior.

Keeping it going

Next, let students know that they will be building a list of *scripts*

to use as a resource in their work with young children. This will help them in supporting children as they develop toward achieving the foundations in this domain.

Online Options

The small group work could be done online in assigned groups.

There are several ways for students to develop their lists. If you have students who are currently working in early care and education settings, you could ask them to serve as a panel. You could assign each student with extensive experience to a pair or group of three other students who might not have as much experience. Or if you have many with experience, they can be grouped in pairs for this work.

Slide 3

Using Handout 1, ask students to try to think of *scripts* they use or have heard throughout the day that are related to the health domain. Remind them that there will be other *scripts* used in the early care and education setting, such as "we take turns with the paint jars," that do not relate to the health domain. They might want to record such scripts for themselves, but the assignment is to think specifically of *scripts* related to the health domain. The idea is not to generate a large number of *scripts* but to develop a meaningful and useful set of *scripts*.

Putting it together

Online Options

Putting the *scripts* together in groups can be done online.

On the prepared chart paper or whiteboard, ask students to list the *scripts* they have discussed in their pairs or small groups. They can do this by writing them on the chart paper or whiteboard, or they could write them on large Post-it® notes and place them in the appropriate strand.

Lead a discussion to review the *scripts* that have been generated:

Online Options

Questions could be answered online and be submitted for review.

Slide 4

- Are they all relevant to the health domain?
- Are some familiar to everyone?
- Are some familiar to a few but not everyone?
- Are some related to family or cultural practice?
- What does this suggest about developing and using *scripts* for young children related to the health domain?

  For example, would staff have to agree on what they would use? Would some children hear different *scripts* at home from what they would hear at school?

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Another way or taking it further

Identifying or building a list of *scripts* could be further developed or done alternatively as an interview or observation assignment.

As an interview assignment, students could be asked to find an experienced early care and education teacher or administrator and go through Handout 1 with that person.

As an observation assignment, students could be asked to use Handout 1 as they observe in an early care and education setting and listen and watch for *scripts* related to the health foundations. It will also help to remind students again that they will see and hear *scripts* related to other activities but they are to look for *scripts* related to the health domain strands and substrands.

For an observation assignment, it will be important to point out to students certain routines, such as mealtime, naptime, or other times of the day such as outdoor time, when *scripts* related to the health domain strands and substrands are most likely to be heard.

Following either of these alternatives, ask students to bring their lists to class and engage in the same discussion described in the "Putting it together" section.

Be sure to record the *scripts* and make them available as a resource list for students.

Reflection

Ask students to reflect on their experience through the following questions:

Slide 5

- What was new information for you?
- What new ideas for your work did you get from this experience?
- What did you learn about your own experiences in health, safety, and nutrition?

Identifying *Scripts* for the Health Domain

Strand: *Health Habits* Substrand: Basic Hygiene
Scripts:
Strand: *Health Habits* Substrand: Oral Health
Scripts:
Strand: *Health Habits* Substrand: Knowledge of Wellness
Scripts:

Strand: Health Habits Substrand: Sun Safety
Scripts:
Strand: *Safety* Substrand: Injury Prevention
Scripts:
Strand: Nutrition Substrand: Nutrition Knowledge
Scripts:

Strand: *Nutrition* Substrand: Nutrition Choices
Scripts:
Strand: *Nutrition* Substrand: Self-Regulation of Eating
Scripts:

Health:
Exploring the Relationships of the Foundations in the Health Domain to Foundations in Other Domains

Focus Statement

Students explore the relationships between the health foundations and foundations in other domains of the *California Preschool Learning Foundations, Volume 2.* Students can work with focused comparisons as pairs or in small groups and then expand their explorations to other domains through group discussion.

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.

- Child Growth and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Lecture
- Pairs or small group work
- Reflection—individual or large group

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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

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experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum

Health:
Exploring the Relationships of the Foundations in the Health Domain to Foundations in Other Domains

Before You Start

This learning experience will explore relations across domains where the health foundations may be related to foundations in other domains. Students will look at which foundations might be co-developing or which foundations might support the development of other foundations in other domains. Similar learning experiences are in the visual and performing arts domain and the physical development domain in this instructional guide where students will do similar work focusing on those two domains in the *California Preschool Learning Foundations, Volume 2* (PLF, V2).

Recognize that the relationships are many and pervasive and that they cannot all be described in one class session. However, students can begin to see how the foundations are part of an integrated approach to child development.

Before you start, become familiar with the foundations, as well as the introduction and bibliographic notes for the health domain. It will support this work if students also have read through this domain, including the introduction, foundations, bibliographic notes, and glossary.

Note that the relation between the health domain and the English-language development domain is explored in a separate learning experience in this instructional guide, titled **"**Exploring English-language Development in the Health Foundations: Critical Vocabulary." This is because the structure of the English-language development domain is different from all the other domains and requires some groundwork in that structure before looking across domains.

Handout 1 is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Before class, assign students to read the health domain on pages 70-101 from the *California Preschool Learning Foundations, Volume 2*. Be sure they read the introduction and the bibliographic notes and review the strands, substrands, and foundations.

Be sure students are familiar with the strands and substrands in the health domain. You may choose to review them as a class.

Integrated learning is addressed as one of the eight overarching principles that guided the development of the California Department of Education's *California Preschool Curriculum*

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Framework. On page 6 of Volume 1 of the framework, there is a short summary about the importance of understanding that young children's development is integrated. Review this with your students, and let them know that they will be looking at some of that integrated development.

Active Learning

Getting it started

Let students know that, to understand how the foundations relate to understanding integrated development, they will be exploring the relationships between the health strands and the other domains in the *California Preschool Learning Foundations, Volume 2* (PLF, V2). In pairs or small groups, students will work with one strand of the health domain and consider how it might be related to one of the other domains of the PLF, V2.

Slide 2

Assign one of the three strands in the health domain to each pair. Then assign each pair to one of the other domains in the PLF, V2: physical development or visual and performing arts. Depending on time and/or the number of students, you could assign a whole domain for comparison, or you could assign strands or even substrands. However, students will have fewer opportunities to find relationships if you assign strands or substrands. Provide them with Handout 1 that accompanies this learning experience.

Ask each pair to think about the foundations in their health strand and consider what foundations in their assigned domain would support or be required for development of skills in that strand. For example, how would manipulative skills be related to skills in health such as handwashing, or how could music skills be related to nutrition choices?

After the students have worked on their strands for a while, if you have the time you can rotate the strands of the health domain to new pairs and also rotate the other two domains so that students are working with a strand and/or a domain they did not work with previously.

Putting it together

When students have had time to generate some relationships, reconvene as a large group and lead a discussion with the following questions:

Online Options

Students can respond to questions online.

Slide 3

- Where was it easy? Were there some that seemed almost the same? Where did you find strong relationships?
- Where was it hard to see relationships? Are there some that just are not connected? What does this suggest?

Taking it further

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There are some ways that you can help students see the scope of these relationships. You could develop a master matrix with the relationships displayed for all three strands of the health domain. This could duplicate the handouts used by the students but on a larger scale. You would need a matrix for visual and performing arts and one for physical development. This could be done with chart paper, a whiteboard, or electronically. Whatever way it is done, it will be important to duplicate the matrix and make it available to students as a resource for curriculum planning.

Online Options

Develop an online matrix of domain relationships. This could be enhanced as students work through other domains.

Another approach/way

You could expand this to look at the relationship between the health domain and the four domains in the *California Preschool Learning Foundations*, *Volume 1*.

A handout is not provided for these comparisons, but students could develop their own based on the way it was done here for just the domains in Volume 2. This could also be done as an in-class experience.

Reflection

Students can reflect on this learning experience individually or through a group discussion by responding to these questions:

Slide 4

- What stood out for you in this experience?
- Did any insights emerge for you regarding the health domain or other domains?
- How has this helped you understand the integrated nature of early development?

Looking for Relationships Across Domains: Visual and Performing Arts and Health

Which skills (foundations) in the visual and performing arts would support or be required for development of skills in the Health domain?

Health Strands ↓	**Visual and Performing Arts Domain Strand:** *Visual Arts* • Notice, Respond, and Engage • Develop Skills in Visual Art • Create, Invent, and Express Through Visual Art	**Visual and Performing Arts Domain Strand:** *Music* • Notice, Respond, and Engage • Develop Skills in Music • Create, Invent, and Express Through Music	**Visual and Performing Arts Domain Strand:** *Drama* • Notice, Respond, and Engage • Develop Skills to Create, Invent, and Express Through Drama	**Visual and Performing Arts Domain Strand:** *Dance* • Notice, Respond, and Engage • Develop Skills in Dance • Create, Invent, and Express Through Dance
Health Habits				
Safety				
Nutrition				

Looking for Relationships Across Domains: Physical Development and Health

Which skills (foundations) in the physical development domain would support or be required for development of skills in the health domain?

Health Strands ↓	**Physical Development Domain Strand:** *Fundamental Movement Skills* • Balance • Locomotor Skills • Manipulative Skills	**Physical Development Domain Strand:** *Perceptual-Motor Skills and Movement Concepts* • Body Awareness • Spatial Awareness • Directional Awareness	**Physical Development Domain Strand:** *Active Physical Play* • Active Participation • Cardiovascular Endurance • Muscular Strength, Muscular Endurance, and Flexibility
Health Habits			
Safety			
Nutrition			

Health:
Exploring English-language Development in the Health Foundations: Critical Vocabulary

Focus Statement

Students develop critical vocabulary words or phrases for focus and emphasis as they consider supporting development in the health domain for young children who are English learners.

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.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Development of resource tool
- Reflection—individual or large group
- Small group work

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition

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Health:
Exploring English-language Development in the Health Foundations: Critical Vocabulary

Before You Start

Students will be looking for ways to support children learning English as they develop *scripts* and behaviors that will lead to healthy habits, safe behavior, and good nutritional habits. This requires that students are familiar with the English-language development domain in Volume 1 of the *California Preschool Learning Foundations*, and this learning experience begins with learning about and/or reviewing the English-language development domain.

It is also important that they understand ways to discover and be respectful of family or cultural practices that might occur in children with whom they work. There are other learning experiences in this instructional guide, such as "Exploring the Impact of Families and Culture on Children's Development of Health Practices" and "Identifying Family and Cultural Beliefs and Practices about Health" that can help students increase their capacity to recognize and work with different home practices in the health domain. You might want to do those prior to this learning experience or in tandem with it.

Note that two handouts are provided. Handout 1 is for the Health Habits strand and Handout 2 is for the Safety and Nutrition strands combined. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

You will need a copy of the *California Preschool Learning Foundations, Volume 1* to review the English-language development domain information.

Information Delivery

First, introduce or reacquaint students with the English-language development domain. Direct students to the English-language development domain in the *California Preschool Learning Foundations, Volume 1*. Assign the introduction to this domain, found on pages 103–111, as a reading assignment. For this learning experience, it will be important to focus on the levels in this domain. Be sure students understand the rationale for using levels, which is described on page 106, and why this domain has levels of development instead of behaviors at specific ages.

Online Options

Provide background information online.

In class or online provide descriptions of the levels of the English-language development

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domain. The following statements are derived from the descriptions on pages 107 and 108:

Slide 2

Beginning Level: Children are listening and actively processing the features of the English language.

Middle Level: Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.

Later Level: Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.

Be sure students recognize how important it is that children whose home language is not English engage with the health foundations. This will require intentional teaching, and this learning experience is designed to help students start thinking about how to develop strategies.

Active Learning

Getting it started

Organize students into pairs or small groups and assign each group to work with either the Health Habits strand or the Safety and Nutrition strands. You could also assign one substrand to each pair or small group of students if you have limited time for this experience. They will find these strands and their substrands and foundations summarized in the Appendix of the *California Preschool Learning Foundations, Volume 2* publication on pages 111 and 112.

Slide 3

Using the handouts provided with this learning experience, let students know that they will be thinking of critical vocabulary in the health domain for children who are English learners. This vocabulary will consist of words or phrases that need to be emphasized in order to engage children who are English learners with the health foundations as they grow and move through the levels of learning English.

Online Options

The handout could be introduced and completed online for class discussion.

The handouts direct students to think of critical vocabulary or key words and phrases relating to each of the substrands. Most of these words will not be contained in the foundations themselves, but students will have to think of what children need to hear or see. For example, students will have to think through the handwashing routine and decide what key words would be important at each level of learning English. Point out that many words or phrases might not change through the levels or they might become more complex as children move through the levels. This will require some judgment and decision on the part of the students. It is important to

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encourage them to write what they think of, and let them know that they will be able to explore where they had uncertainties later in discussions.

Putting it together
Bring students back together for a discussion focused on the following questions:

Slide 4

- Where did you find this relatively easy to do?
- Where was it challenging?
- What does this suggest about working through the health foundations with young children who are English learners?

Online Options

Questions could be answered in writing online and submitted for review.

Taking it further
After students have discussed what they felt was critical vocabulary, ask if they thought of any intentional teaching strategies that could be used to support children as they learn this vocabulary. These might have come to mind as they worked through the vocabulary. You could also use this question as a second phase of the experience using the same handout.

Online Options

The completed lists for all domains could be distributed online.

Be sure you collect these handouts and develop a list of vocabulary for each substrand in the health domain at each level of English-language development as a resource for students.

Reflection

Students can reflect on this learning experience individually or through a group discussion by responding to these questions:

Slide 5

- What was the most important thing to you that you learned in this experience?
- Did you find areas of development or concepts that you want to strengthen in your own understanding?
- How will this influence your work now or in the future with young children?

Developing Vocabulary in the Health Habits Strand for Children Who Are English Learners

	Level of English-Language Development		
	Beginning Level: Children are listening and actively processing the features of the English language.	Middle Level: Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.	Later Level: Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.
Health Strand Substrand: Basic Hygiene			
Health Strand Substrand: Oral Health			
Health Strand Substrand: Knowledge Of Wellness			
Health Strand Substrand: Sun Safety			

Developing Vocabulary in the Safety and Nutrition Strands for Children Who Are English Learners

	Level of English-Language Development		
	Beginning Level: Children are listening and actively processing the features of the English language.	Middle Level: Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.	Later Level: Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.
Safety Strand Substrand: Injury Prevention			
Nutrition Strand Substrand: Nutrition Knowledge			
Nutrition Strand Substrand: Nutrition Choices			
Nutrition Strand Substrand: Self-Regulation of Eating			

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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 2*

To support faculty in decisions regarding how and where they can best use the *California Preschool Learning Foundations, Volume 2* 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 2* 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.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcome (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.

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 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 2* 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.

Visual and Performing Arts Domain

Visual and Performing Arts – Learning Experience 1: Connecting to Our Early Experiences with the Visual and Performing Arts

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The influence of adults' personal experience and family history on 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.
- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

Course: Introduction to Curriculum – Continued

Objectives:

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

Content and Topics:

- Curriculum planning that reflects the value and sequence of the child's ability to construct and represent her/his world through symbols
- Emergent curriculum, webbed curriculum, themes, project approach

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:

- Demonstrate awareness of developmental ages and stages.
- 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.

Content and Topics:

- The influence of environment on behavior and learning
- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice

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:

- Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

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Course: Practicum-Field Experience – Continued

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 2: Connecting to Visual and Performing Arts in Our Communities

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment
- Examine and evaluate the role of family in facilitating children's development.

Content and Topics:

- The role and influence cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The influence of adults' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Introduction to Curriculum – Continued

Objectives:

- Identify key ways in which the environment functions as an essential component of curriculum.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

Content and Topics:

- Classroom environments that reflect the children, families, cultures and languages of the communities served
- Emergent curriculum, webbed curriculum, themes, project approach
- Art and creative development
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Define developmentally, culturally and linguistically appropriate practice.

Content and Topics:

- Unique roles of a teacher in an early childhood setting

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:

- Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Course: Practicum-Field Experience – Continued

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for *all* young children.

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 3: Piecing Together the Visual and Performing Arts Domain Content Puzzle

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Course: Introduction to Curriculum – Continued

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- 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

Content and Topics:

- Play as a vehicle for development and learning

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

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

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 4: Exploring the Content of the Visual and Performing Arts Domain Through Vocabulary

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- Examine and evaluate the role of play and its relationship to development at various 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)
    - Infant and toddler development
    - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Define, explain and apply constructivist theory in curriculum planning for young children..
- Identify key ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice
- Play as a vehicle for development and learning
- The influence of environment on behavior and learning

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Identify health, safety, and environmental risks in children's programs.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Identify and discuss common health and safety issues in early childhood settings.

Content and Topics:

- Common health issues (i.e. obesity, asthma, autism, allergies)

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

May be duplicated for educational purposes only.

Visual and Performing Arts – Learning Experience 5: Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.

May be duplicated for educational purposes only.

Course: Introduction to Curriculum – Continued

Objectives – Continued:

- Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Identify differences in development and skills among children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Health, Safety and Nutrition – Continued

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

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

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Visual and Performing Arts – Learning Experience 6: Using the Research Base for Understanding Children's Development in the Visual and Performing Arts

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Contemporary issues and their effect on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

- Research current health issues related to children and families.

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

May be duplicated for educational purposes only.

Course: Teaching in a Diverse Society – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 7: Identifying Family and Cultural Components in the Visual and Performing Arts

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

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

- Identify early childhood practices that support all children and families.
- Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.

May be duplicated for educational purposes only.

Course: Child, Family and Community – Continued

Objectives – Continued:

- Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.

Content and Topics:

- Appropriate and effective communication strategies for working with diverse and special needs populations

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:

- Demonstrate and explain in curriculum plans the progression from simple to complex and concrete to abstract and explain how these concepts are essential for all children's learning.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- 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.
- Develop strategies to maintain communication and access with English language learning families and children.

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Course: Observation and Assessment – Continued

Objectives:

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

Content and Topics:

- The value of collaboration with families and other professionals

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.

Objectives:

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

Content and Topics:

- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

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

Content and Topics:

- 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:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 8: Exploring the Influence of Community and Family on Children's Participation in the Visual and Performing Arts

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment
- Examine and evaluate the role of family in facilitating children's development.

Content and Topics:

- The role and influence cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The influence of adults' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Identify key ways in which the environment functions as an essential component of curriculum.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

Course: Introduction to Curriculum – Continued

Content and Topics:

- Classroom environments that reflect the children, families, cultures and languages of the communities served
- Emergent curriculum, webbed curriculum, themes, project approach
- Art and creative development
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Define developmentally, culturally and linguistically appropriate practice.

Content and Topics:

- Unique roles of a teacher in an early childhood setting

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:

- Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for *all* young children.

May be duplicated for educational purposes only.

Course: Practicum-Field Experience – Continued

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Visual and Performing Arts – Learning Experience 9: Exploring Examples of the Visual and Performing Arts in the Early Care and Education Setting

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
    - Infant and toddler development
    - Play-years development
- The role and influence cultural and societal impacts

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Course: Introduction to Curriculum – Continued

Content and Topics:

- Play as the central modality of young children's learning
- Individual learning styles and modalities
- Observation and documentation as related to curriculum development
- Selecting activities, materials and equipment, meeting goals
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Health, Safety and Nutrition – Continued

Objectives:

- Demonstrate effective strategies for evaluating health and safety policies and procedures.
- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- N/A

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Visual and Performing Arts – Learning Experience 10: Connecting English-language Development to the Visual and Performing Arts in the Early Care and Education Setting

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Bilingual development and theories of language learning and bilingualism

Course: 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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- National and State standards for learning and assessment

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.

Course: Teaching in a Diverse Society – Continued

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

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

Content and Topics:

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

Visual and Performing Arts – Learning Experience 11: Exploring the Relationships of the Foundations in the Visual and Performing Arts Domain to Foundations in Other Domains

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
    - Infant and toddler development
    - Play-years development
- The role and influence cultural and societal impacts

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Appropriate procedures of child observation

Course: 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.

May be duplicated for educational purposes only.

Course: Practicum-Field Experience – Continued

Objectives:

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

Content and Topics:

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

Visual and Performing Arts – Learning Experience 12: Exploring Across Domains as Visual and Performing Artists

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

Objectives:

- Examine ways in which developmental domains are continuous, sequential and interrelated.

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Define, explain and apply constructivist theory in curriculum planning for young children.
- Identify key ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Play as the central modality of young children’s learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

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

Objectives:

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

Content and Topics:

- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice
- Play as a vehicle for development and learning
- The influence of environment on behavior and learning

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development Domain

Physical Development – Learning Experience 1: Connecting to the Foundations in the Physical Development Domain by Experiencing Them

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Observations applying theory and developmental norms to various ages

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Define how curriculum plans can be modified for inclusion of children with special needs.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

- Individual learning styles and modalities
- State standards, desired results, foundations, frameworks
- 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.

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Applying developmentally-appropriate practices to normative and atypical development
- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

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.
- 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 (e.g., DRDP-R, Ages and Stages).
- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- Demonstrate and apply knowledge of developmental domains to interpretations of observations.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- Various methods of documentation and recordkeeping
- National and State standards for learning and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

- Develop a recordkeeping system to document and track children's progress.

Content and Topics:

- Authentic assessment and documentation for all children
- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development – Learning Experience 2: Connecting to Our Experiences with Physical Activity in Natural Settings

Course: Child Growth and Development

Student Learning Outcomes:

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

Course: Child Growth and Development – Continued

Objectives:

- Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- Examine and evaluate the role of play and its relationship to development at various 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)
    - Infant and toddler development
    - Play-years development

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

- Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.
- Develop advocacy strategies to affect public attitudes and policy.

Content and Topics:

- Advocacy strategies to influence public policy on behalf 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 key ways in which the environment functions as an essential component of curriculum.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

- Play as the central modality of young children's learning
- Individual learning styles and modalities
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Course: Principles and Practices of Teaching Young Children – Continued

Objectives:

- List different program types, delivery systems, and licensing and regulation structures in early childhood settings.

Content and Topics:

- Addressing the needs of the whole child
- Play as a vehicle for development and learning
- Essentials of program planning

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Identify health, safety, and environmental risks in children's programs.

Objectives:

- Research current health issues related to children and families.
- Review laws and regulations (e.g., Title 22, Title 5, Fire Code) supporting health, safety, and nutrition in children's programs.

Content and Topics:

- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- 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.

Content and Topics:

- Environments and curriculums that 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, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

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

Content and Topics:

- Organization of space, time, materials and children's groupings
- Use State Learning Standards and Tools

Physical Development – Learning Experience 3: Piecing Together the Physical Development Domain Content Puzzle

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- 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

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Play as a vehicle for development and learning

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development – Learning Experience 4: Demonstrating the Content of the Physical Development Domain

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

May be duplicated for educational purposes only.

Course: Child Growth and Development – Continued

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- 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

Content and Topics:

- Play as a vehicle for development and learning

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Course: Observation and Assessment – Continued

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development – Learning Experience 5: Exploring the Content of the Physical Development Domain Through Vocabulary

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- Examine and evaluate the role of play and its relationship to development at various 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)
    - Infant and toddler development
    - Play-years 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:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.

Course: Introduction to Curriculum – Continued

Objectives – Continued:

- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

Content and Topics:

- Play as the central modality of young children's learning
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- 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.

Content and Topics:

- Play as a vehicle for development and learning

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Identify health, safety, and environmental risks in children's programs.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Identify and discuss common health and safety issues in early childhood settings.

Content and Topics:

- Common health issues (i.e. obesity, asthma, autism, allergies)

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development – Learning Experience 6: Exploring the Research and Rationale for the Physical Development 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 and explain how bias can influence the research process.
- Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- Examine and evaluate the role of family in facilitating children's development.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Course: Child, Family and Community – Continued

Content and Topics:

- Contemporary issues and their effect on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Course: Health, Safety and Nutrition – Continued

Objectives:

- Research current health issues related to children and families.

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

Physical Development – Learning Experience 7: Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Course: Child Growth and Development

Student Learning Outcomes:

- Compare and contrast various theoretical frameworks that relate to the study of human development.

May be duplicated for educational purposes only.

Course: Child Growth and Development – Continued

Student Learning Outcomes – Continued:

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

Objectives:

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

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Course: Introduction to Curriculum – Continued

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Describe the characteristics of effective relationships and interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Course: Health, Safety and Nutrition – Continued

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

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

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Physical Development – Learning Experience 8: Exploring the Impact of Family and Community on Children's Physical Development

Course: Child Growth and Development

Student Learning Outcomes:

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

Course: Child Growth and Development – Continued

Objectives:

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

Content and Topics:

- 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 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:

- Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty.
- Identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community.
- Identify early childhood practices that support all children and families.
- Explore one's own family history and examine how it affects relationships with children and families.

Content and Topics:

- The role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, and family dynamics
- Socioeconomic factors that impact children and families: work, childcare, single parent families, poverty, incarceration, health, etc.

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.

Content and Topics:

- Collaboration: all levels of staff; teaching staff and families; across classrooms

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.

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

- Explore and define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class - in relationship to children, families, and early childhood settings.
- Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships, and to challenge bias and injustice in the lives of their children.

Content and Topics:

- The nature of systemic and internalized oppression and privilege and the subsequent impacts on children's identity development and learning

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

Physical Development – Learning Experience 9: Communicating Understanding of the Physical Development Domain in the Contexts of Family and Culture

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

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

- Identify early childhood practices that support all children and families.
- Define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress.
- Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.

Content and Topics:

- Appropriate and effective communication strategies for working with diverse and special needs populations

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:

- Demonstrate and explain in curriculum plans the progression from simple to complex and concrete to abstract and explain how these concepts are essential for all children's learning.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- 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.
- Develop strategies to maintain communication and access with English language learning families and children.

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The value of collaboration with families and other professionals
- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.

Objectives:

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

Content and Topics:

- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

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

Content and Topics:

- 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:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

Physical Development – Learning Experience 10: Exploring Examples of the Physical Development 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.

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Course: Child Growth and Development – Continued

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Play as the central modality of young children's learning
- Individual learning styles and modalities
- Observation and documentation as related to curriculum development
- Selecting activities, materials and equipment, meeting goals
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

- Demonstrate effective strategies for evaluating health and safety policies and procedures.
- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- N/A

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Course: Practicum-Field Experience – Continued

Content and Topics:

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

Physical Development – Learning Experience 11: Physical Development in the Early Care and Education Setting: Exploring Images

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Observations applying theory and developmental norms to various ages

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Define how curriculum plans can be modified for inclusion of children with special needs.
- Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Content and Topics:

- Individual learning styles and modalities
- State standards, desired results, foundations, frameworks
- 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.

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Applying developmentally-appropriate practices to normative and atypical development
- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

May be duplicated for educational purposes only.

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.
- 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 (e.g., DRDP-R, Ages and Stages).
- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- Demonstrate and apply knowledge of developmental domains to interpretations of observations.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children
- Various methods of documentation and recordkeeping
- Appropriate procedures of child observation
- National and State standards for learning and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

- Develop a recordkeeping system to document and track children's progress.

Content and Topics:

- Authentic assessment and documentation for all children
- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Use State Learning Standards and Tools

Physical Development – Learning Experience 12: Exploring the Relationships of the Foundations in the Physical Development Domain to Foundations in Other Domains

Course: Child Growth and Development

Student Learning Outcomes:

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

Course: Child Growth and Development – Continued

Objectives:

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

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
    - Infant and toddler development
    - Play-years development
- The role and influence of family and caregivers
- The role and influence of cultural and cultural impacts

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Appropriate procedures of child observation.
- National and State standards for learning and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Physical Development – Learning Experience 13: Exploring English-language Development in the Physical Development Foundations: Critical Vocabulary

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Bilingual development and theories of language learning and bilingualism

Course: 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.

May be duplicated for educational purposes only.

Course: Introduction to Curriculum – Continued

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Identify differences in development and skills among children
- National and State standards for learning and assessment

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.

Course: Teaching in a Diverse Society – Continued

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

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

Content and Topics:

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

May be duplicated for educational purposes only.

Health Domain

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

- Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.
- Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Introduction to Curriculum – Continued

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- How social context, health, well being, and the environment effect assessment.

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

- Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.

Objectives:

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

May be duplicated for educational purposes only.

Course: Health, Safety and Nutrition – Continued

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Course: Child Growth and Development

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Child Growth and Development – Continued

Objectives:

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

Content and Topics:

- The role and influence of family and caregivers

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Course: Principles and Practices of Teaching Young Children – Continued

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Addressing the needs of the whole child

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Identify health, safety, and environmental risks in children's programs.
- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children – Continued

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Course: Child Growth and Development – Continued

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

May be duplicated for educational purposes only.

Course: Health, Safety and Nutrition – Continued

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

- Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Course: Child, Family and Community – Continued

Objectives:

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

Content and Topics:

- Teachers' and caregivers' influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

May be duplicated for educational purposes only.

Course: Health, Safety and Nutrition – Continued

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

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

Content and Topics:

- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Course: Child Growth and Development – Continued

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Contemporary issues and their effect on children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

- Research current health issues related to children and families.

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

May be duplicated for educational purposes only.

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

May be duplicated for educational purposes only.

Course: Child, Family and Community – Continued

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Observation and Assessment – Continued

Objectives:

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

Content and Topics:

- Identify differences in development and skills among children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

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

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Practicum-Field Experience – Continued

Objectives:

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

Content and Topics:

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

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Introduction to developmental perspective

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Course: Child, Family and Community – Continued

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Observation and Assessment – Continued

Objectives:

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

Content and Topics:

- Identify differences in development and skills among children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

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

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Course: Practicum-Field Experience – Continued

Objectives:

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

Content and Topics:

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

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

May be duplicated for educational purposes only.

Course: Child, Family and Community – Continued

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Course: Health, Safety and Nutrition – Continued

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

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

Content and Topics:

- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

May be duplicated for educational purposes only.

Course: Introduction to Curriculum – Continued

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Conditions affecting children's health

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Use State Learning Standards and Tools

May be duplicated for educational purposes only.

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Observations applying theory and developmental norms to various ages

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Play as the central modality of young children's learning
- Individual learning styles and modalities
- Observation and documentation as related to curriculum development
- Selecting activities, materials and equipment, meeting goals
- State standards, desired results, foundations, frameworks

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children – Continued

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

- Demonstrate effective strategies for evaluating health and safety policies and procedures.
- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- N/A

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The role and influence of family and caregivers
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
    - Infant and toddler development
    - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

May be duplicated for educational purposes only.

Course: Introduction to Curriculum – Continued

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

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

Content and Topics:

- Importance of relationships and interactions

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

May be duplicated for educational purposes only.

Course: Health, Safety and Nutrition – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

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

Content and Topics:

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

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The role and influence of family and caregivers
- The role and influence of cultural and societal impacts
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
    - Infant and toddler development
    - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

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

May be duplicated for educational purposes only.

Course: Introduction to Curriculum – Continued

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Appropriate procedures of child observation

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

- Demonstrate effective strategies for evaluating health and safety policies and procedures.
- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.

Course: Health, Safety and Nutrition – Continued

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- Planning for children's health, safety, and nutrition education

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Bilingual development and theories of language learning and bilingualism

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

May be duplicated for educational purposes only.

Course: Child, Family and Community – Continued

Content and Topics – Continued:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

May be duplicated for educational purposes only.

Course: Observation and Assessment – Continued

Content and Topics:

- National and State standards for learning and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.
- Identify and discuss common health and safety issues in early childhood settings.

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

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

Content and Topics:

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

May be duplicated for educational purposes only.

Appendix B

The Foundations

Visual and Performing Arts

Visual Art

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Notice and communicate about objects or forms that appear in art.	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	1.2 Begin to plan art and show increasing care and persistence in completing it.
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.

2.0 Develop Skills in Visual Art

2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and add lines to create representations of people and things.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.

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2.0 Develop Skills in Visual Art *(Continued)*

At around 48 months of age	*At around 60 months of age*
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two- and three-dimensional assembled works.
2.5 Begin to recognize and name materials and tools used for visual arts.	2.5 Recognize and name materials and tools used for visual arts.
2.6 Demonstrate some motor control when working with visual arts tools.	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.

3.0 Create, Invent, and Express Through Visual Art

3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.
3.2 Begin to draw figures or objects.	3.2 Draw more detailed figures or objects with more control of line and shape.
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express a feeling or mood.

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Music

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.
1.2 Recognize simple repeating melody and rhythm patterns.	1.2 Demonstrate more complex repeating melody and rhythm patterns.
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.

2.0 Develops Skills in Music

2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.

3.0 Create, Invent, and Express Through Music

3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.

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Drama

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate an understanding of simple drama vocabulary.	1.1 Demonstrate a broader understanding of drama vocabulary.
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.

2.0 Develop Skills to Create, Invent, and Express Through Drama

2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role-play skills with increased imagination and creativity.
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.

Dance

1.0 Notice, Respond, and Engage

1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.

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2.0 Develop Skills in Dance

At around 48 months of age	*At around 60 months of age*
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.
2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.
2.3 Begin to respond to tempo and timing through movement.	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.

3.0 Create, Invent, and Express Through Dance

3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	3.4 Communicate and express feelings intentionally through dance.

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Physical Development

Fundamental Movement Skills

1.0 Balance

At around 48 months of age	*At around 60 months of age*
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.

2.0 Locomotor Skills

2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.

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3.0 Manipulative Skills

At around 48 months of age	*At around 60 months of age*
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.

Perceptual–Motor Skills and Movement Concepts

1.0 Body Awareness

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.

2.0 Spatial Awareness

2.1 Use own body as reference point when locating or relating to other people or objects in space.	2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.

3.0 Directional Awareness

3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	3.1 Begin to understand and distinguish between the sides of the body.
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.

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3.0 Directional Awareness *(Continued)*

At around 48 months of age	*At around 60 months of age*
3.3 Can place an object on top of or under something with some accuracy.	3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.

Active Physical Play

1.0 Active Participation

At around 48 months of age	*At around 60 months of age*
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	1.1 Initiate more complex physical activities for a sustained period of time.

2.0 Cardiovascular Endurance

2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.

3.0 Muscular Strength, Muscular Endurance, and Flexibility

3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.

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Health

Health Habits

1.0 Basic Hygiene

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

2.0 Oral Health

2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.

3.0 Knowledge of Wellness

3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.

4.0 Sun Safety

4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.

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Safety

1.0 Injury Prevention

At around 48 months of age	*At around 60 months of age*
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.

Nutrition

1.0 Nutrition Knowledge

At around 48 months of age	*At around 60 months of age*
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

2.0 Nutrition Choices

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.

3.0 Self-Regulation of Eating

3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.

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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

Instructional Guide for the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide, Second Edition
http://www.wested.org/facultyinitiative/pelguide.html

Instructional Guide for the California Preschool Learning Foundations, Volume 1
http://www.wested.org/facultyinitiative/plf.html

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
Will be made available on the Faculty Initiative Project's Web site in summer 2012.

Publications

California Preschool Curriculum Framework, Volume 1 (2010) Publication Download (PDF)
http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf

California Preschool Curriculum Framework, Volume 2 (2010) Publication Download (PDF)
http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf

California Preschool Learning Foundations, Volume 1 (2008) Publication Download (PDF)
http://www.cde.ca.gov/re/pn/fd/documents/preschoollf.pdf

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, Second Edition (2009) Publication Download (PDF)
http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf

Publications--Continued

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

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

Corrected Page 303 of the California Early Learning and Development System
http://www.cde.ca.gov/sp/cd/re/documents/psfrmwkp303.pdf

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

California Preschool Learning Foundations, Volume 1 Order Form
http://www.cde.ca.gov/re/pn/rc/documents/preschoolflyer.pdf

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

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

California Preschool Learning Foundations, Volume 2 Order Information
http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001681

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

Resources for the Preschool English Learners (PEL) Resource Guide

A World Full of Language: Supporting Preschool English Learners (DVD)
http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001673

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide, (Second Edition) Order Form
http://www.cde.ca.gov/re/pn/rc/documents/preschoolel.pdf

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, Spanish Edition Ordering Information
http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001680

Resources for the Desired Results Development Profile© (2010)

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.wested.org/desiredresults/training

Getting to Know You Through Observation
http://www.wested.org/desiredresults/training/resource_drdp.htm

Watching My Child Grow
http://www.wested.org/desiredresults/training/resource_drdp.htm

Early Childhood Education Resources

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

California Community College Early Childhood Educators (CCCECE)
http://www.cccece.org

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

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

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

California Early Learning Advisory Council
http://calelac.org/
http://www.cde.ca.gov/sp/cd/re/elac2010meetings.asp

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

Early Childhood Education Resources – Continued

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

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 Division (CDD)
http://www.cde.ca.gov/sp/cd

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 Preschool English Learners Web site
http://www.cpin.us/p/pel/overview.htm

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

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

NAEYC Resources for Early Childhood Educators as Learners
http://www.naeyc.org/files/yc/file/200707/ClusterResources.pdf

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

Pathways to Cultural Competence Project Program Guide
http://www.wested.org/facultyinitiative/docs/Pathways_to_Cultural_Competence_Project_Program_Guide.pdf

Infant/Toddler Resources

Early Childhood Learning and Knowledge Center
http://www.acf.hhs.gov/programs/ohs/eclkc/index.html

Infant/Toddler Resources--Continued

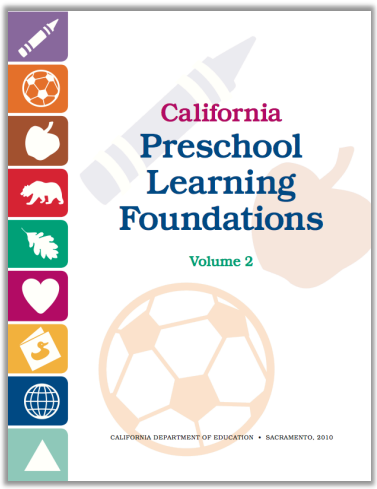
Infant/Toddler Learning & Development Foundations
http://www.education.ca.gov/sp/cd/re/itfoundations.asp

Infant/Toddler Learning & Development Program Guidelines
http://www.education.ca.gov/sp/cd/re/documents/itguidelines.pdf

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

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

Health



Health

Health Domain Self-Assessment				
Foundation number	Strand: **Health Habits**	Almost always	Most of the time	Need to work on this
1.1	I wash my hands after toileting, before eating, and at other times when appropriate.			
1.2	I practice heath habits that prevent infectious disease and infestation, such as sneezing into the elbow and not sharing eating utensils or foods.			
2.1	I know the routines for toothbrushing and brush and floss two times a day.			
3.1	I understand the functions of my internal body parts.			

Health

- Where have you developed healthy habits, healthy nutritional practices, and strong safety practices?
- Where do you have some challenges, and what are they?
- How do your family's habits and practices influence yours?

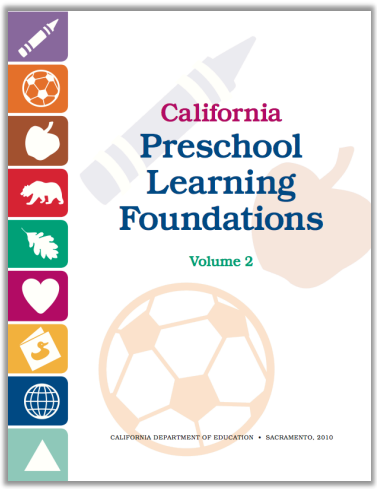
Health

- Overall, what did you learn about the foundations in the health domain?
- Did any of the foundations surprise, confuse, or challenge you?
- How will your own practices affect how you can support children in developing healthy habits, strong safety practices, and healthy nutritional practices?

Health

- Choose *one* of the substrands in the health domain
- Find two studies related to the foundations in that substrand.
- Write a short review describing the question that was studied and the findings that emerged from each study.

Health



Health

- Healthy habits for preschoolers
- Safety for preschoolers
- Nutrition for preschoolers

Health

- Are there foundations that did not come up in our brainstorming?
- What ideas came up in our brainstorming that are not in the foundations?

Health

- Are there some substrands or foundations that are very familiar and part of our own health behaviors?
- Are there some things that are important that we want to support in young children that are not in the foundations?

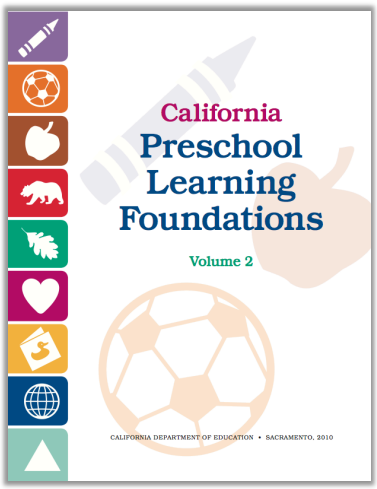
Health

- What can we learn from words or phrases that do not seem to be related to the foundations?
- Which of the above are part of our family or cultural practices?
- How can this impact our work with young children?

Health

- What new insights emerged as you went through this learning experience?
- How might these insights affect your work with young children now or in the future?

Health



Health

Health Habits (Strand)

1.0 Basic Hygiene (Substrand)
2.0 Oral Health (Substrand)
3.0 Knowledge of Wellness (Substrand)
4.0 Sun Safety (Substrand)

Health

Safety (Strand)

1.0 Injury Prevention (Substrand)

Health

Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

3.0 Self-Regulation of Eating (Substrand)

Health

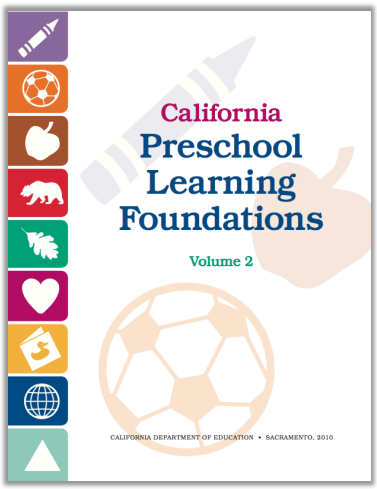
Health Domain Puzzle

Health Habits	
At around 48 months of age	At around 60 months of age
Basic Hygiene	
Demonstrate knowledge of some steps in the handwashing routine.	Demonstrate knowledge of more steps in the handwashing routine.
Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	Begin to independently practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.

Health

- What stands out to you?
- Were some strands and substrands easier to put together? Which ones and why?
- Which strand and substrands were most challenging? Why?
- What are some examples you have seen of these foundations?
- Which substrand do you want to know more about? How could you find more about that substrand?

Health



Health

Health Habits (Strand)

1.0 Basic Hygiene (Substrand)
2.0 Oral Health (Substrand)
3.0 Knowledge of Wellness (Substrand)
4.0 Sun Safety (Substrand)

Health

Safety (Strand)

1.0 Injury Prevention (Substrand)

Health

Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

3.0 Self-Regulation of Eating (Substrand)

Health

- What stood out for you?
- What was easy to do in creating your fact sheet? What was more challenging?
- What did you need to keep in mind when developing the messages in these fact sheets?
- How might you share these with families?

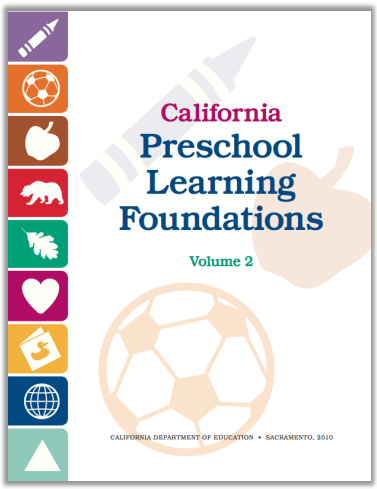
Health

- Which images stood out for you?
- What was surprising or intriguing? Was anything puzzling?
- What did you learn from creating posters of the substrands in the health domain? What were some challenges and how did you address them?
- After seeing all the posters, what might you do differently in your poster?

Health

- Find 2-3 articles from the "Bibliographic Notes" or the "References and Source Materials" sections that relate to your poster.
- Prepare a short summary of the articles that includes:
  - ✓ Key points.
  - ✓ Implications for practice in preschool programs and/or with families of young children.

Health



Health

- The Impact of Preschool on Children's Health (p. 70)
- Factors Shaping Preschool Children's Health (p. 71)
- The Role of Families in Children's Health (p. 72)
- The Role of Preschool in Children's Health (pp. 72–73)
- The Ability to Reason About Health Concepts (pp. 73–75)
- Health-Related Practices and Routines in Preschool (pp. 75–76)
- Oral Health (p. 76)
- Injuries (p. 77)
- Nutrition (pp. 77–79)

Health

Conversations About Key Content in the Health Domain

Names	Key Points
The Impact of Preschool on Children's Health	
	1.
	2.
	3.
	Other
Factors Shaping Preschool Children's Health	
	1.
	2.
	3.
	Other

Health

- What ideas stood out most for you?
- Which ones reinforced what you have already learned or experienced?
- Which ones gave you a new perspective or insight?
- How might you apply a new perspective to your work now or in the future?
- What further information or support do you need?
- What first step do you need to do?

Health

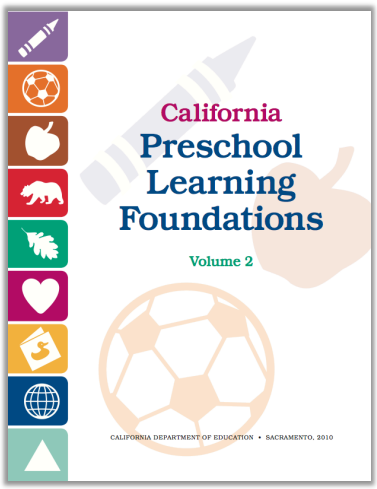
"The earliest years of our lives set us on paths leading toward—or away from— good health."

(Robert Wood Johnson Foundation 2008, in *Preschool Learning Foundations, Volume 2*, p. 70).

Health

- Write a short paper that provides evidence for this quotation.
  - ✓Use some of the key points from your conversation grids as a starting point.
  - ✓Develop your papers by using additional material from the "Bibliographic Notes" and the "References and Source Materials" sections.

Health



Health

- The Impact of Preschool on Children's Health (p. 70)
- Factors Shaping Preschool Children's Health (p. 71)
- The Role of Families in Children's Health (p. 72)
- The Role of Preschool in Children's Health (pp. 72–73)
- The Ability to Reason About Health Concepts (pp. 73–75)
- Health-Related Practices and Routines in Preschool (pp. 75–76)
- Oral Health (p. 76)
- Injuries (p. 77)
- Nutrition (pp. 77–79)

Health

Research the topic, and prepare a panel presentation that includes:

- ✓ Brief overview of the topic/issue
- ✓ Research citations
- ✓ Summary of the research findings
- ✓ Explanation of how the findings relate to any of the foundations (specify which foundations)

Health

- Interview someone from your community about your topic/issue.

- Summarize the interview.
- Discuss how the information influences your thinking about specific foundations.

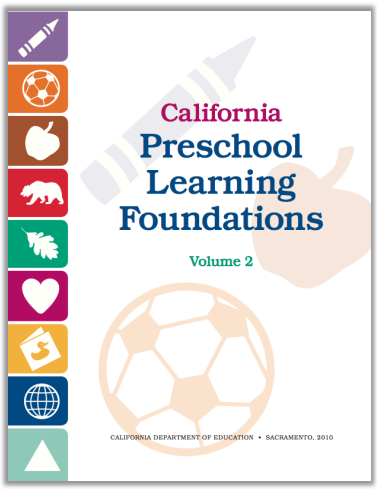
Health

- Identify a few topics or issues from the health-related materials.
- Review the introductory material, bibliographic notes, and references and source materials in the foundations.
- Prepare a panel presentation relating the health-related topics to the foundations.

Health

- What information caught your attention or stood out for you?
- Which topics or issues were especially meaningful to you? Why?
- What new or different perspectives do you have? How have the presentations been helpful in developing these perspectives?
- What information do you want to remember as you use the health domain foundations in your work with children and families?

Health



Health

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve
(California Department of Education, March 2008)

- Nutrition and Physical Activity
- Growth and Development
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

Health

Kindergarten Content Standards ↓	Strand: Health Habits						
	Substrand: Basic Hygiene		Substrand: Oral Health	Substrand: Knowledge of Wellness			Substrand: Sun Safety
Nutrition and Physical Activity	1.1	1.2	2.1	3.1	3.2	3.3	4.1
Standard 1: Essential Concepts							
Standard 2: Analyzing Influences							
Standard 3: Accessing Valid Information – Skills not identified until grade two							
Standard 4: Interpersonal Communication							
Standard 5: Decision Making							

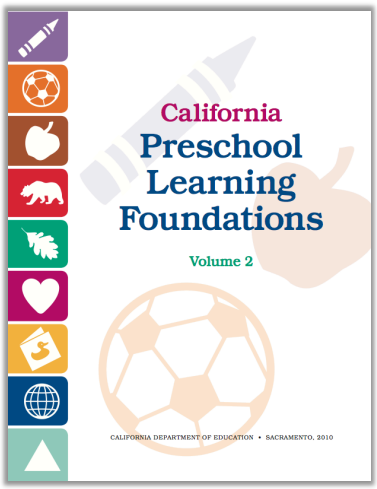
Health

- What are the purposes of the preschool learning foundations and the kindergarten content standards?
- Where do you see similarities and differences between the health foundations and the CDE health content standards for kindergarten?
- What might be some reasons for these similarities and differences?

Health

- Why is it important for preschool teachers to be aware of the kindergarten content standards?
- What are some general ways that preschool teachers and kindergarten teachers can use the preschool health foundations and the kindergarten health content standards in their classroom practices?

Health



Health

- The Impact of Preschool on Children's Health (p. 70)
- Factors Shaping Preschool Children's Health (p. 71)
- The Role of Families in Children's Health (p. 72)
- The Role of Preschool in Children's Health (pp. 72–73)
- The Ability to Reason About Health Concepts (pp. 73–75)
- Health-Related Practices and Routines in Preschool (pp. 75–76)
- Oral Health (p. 76)
- Injuries (p. 77)
- Nutrition (pp. 77–79)

Health

- Key points
- Glossary terms
- Research/sources

Health

- Which three to five key points stood out for you?
- What themes did you note across the outlines?
- What key messages might be shared with families?
- What will be important for you to remember when you use the foundations in your work?

Health

- Key points
- Glossary terms
- Research/sources

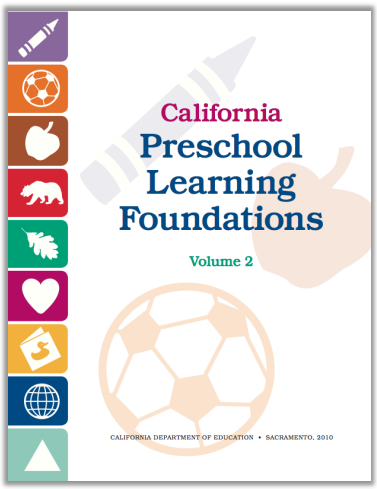
Health

- What key phrases or ideas stood out for you from all the outlines or summaries?
- What was something new you learned? What surprised you?
- How will this information help you understand the foundations?
- What is a topic that you would like to learn more about?

Health

- Choose one topic area and develop a short paper addressing:
  - ✓ Why did you choose this topic?
  - ✓ What references and resources did you review?
  - ✓ What information from those references/ resources expanded your knowledge and understanding of the topic?
  - ✓ How will you apply this information to your work with children and the health foundations?

Health



Health

Health Habits (Strand)

1.0 Basic Hygiene (Substrand)
2.0 Oral Health (Substrand)
3.0 Knowledge of Wellness (Substrand)
4.0 Sun Safety (Substrand)

Health

Safety (Strand)

1.0 Injury Prevention (Substrand)

Health

Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

3.0 Self-Regulation of Eating (Substrand)

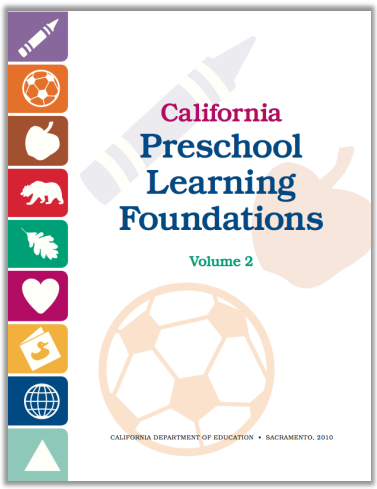
Health

- What did you observe?
- What is your reaction?
- What considerations were raised in the role playing?
- Would you have done anything differently? If so, what?

Health

- What image stands out for you from these role-playing demonstrations?
- Did you find it easy or challenging to role-play your scenario? Why? What were some considerations your group discussed?
- What insights did you get from thinking about how you were going to role-play your scenario?
- What is one thing you want to remember from role-playing these scenarios when you work with children and families around health?

Health



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Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

3.0 Self-Regulation of Eating (Substrand)

Health

Obtain health-related demographic information specific to your community, county, or state.

- http://communityhealth.hhs.gov/HomePage.aspx
- http://phpartners.org/health_stats.html
- http://www.countyhealthrankings.org/
- http://www.chis.ucla.edu/

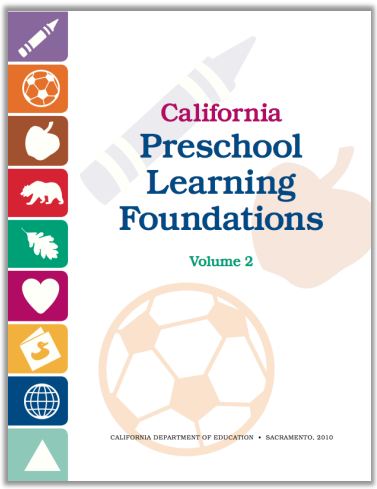
Health

- Which question stood out for you?
- Which questions did you expect?
- Which ones surprised you?
- Which questions do you think might be easiest to ask?
- Which ones might be more difficult?
- Which ones might give the widest variety of responses?
- From all the lists of questions, which five would you use?

Health

- What information from the reports really caught your attention?
- What are some things that were new to you? Where would you like some clarification?
- What are some main themes or key points that emerge from these reports about health beliefs and practices?
- How could you use this information in your work with children and families?

Health



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Health

Safety (Strand)

1.0 Injury Prevention (Substrand)

Health

Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

3.0 Self-Regulation of Eating (Substrand)

Health

- Arrivals
- Departures
- Transitions
- Mealtimes
- Naptimes
- Setup
- Cleanup

Health

Observation Guide:
Exploring Examples of the Health Domain

Strand: Health Habits Substrand: Basic Hygiene
Setting: Examples:
Strand: Health Habits Substrand: Oral Health
Setting: Examples:
Strand: Health Habits Substrand: Knowledge of Wellness
Setting: Examples:

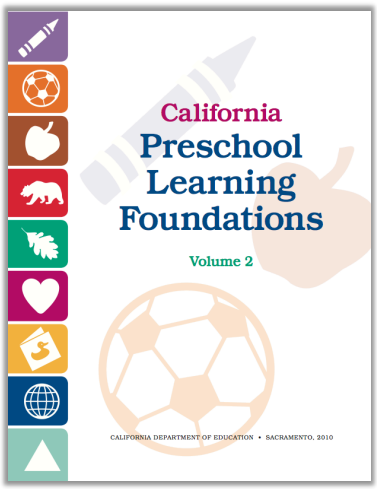
Health

- Is there anything you noticed about all the examples?
- Were there routines in the classroom where it was easy to see foundations in action?
- Did some foundations appear in some routines and not others? Which were they and during which routines did they appear?

Health

- Were there some routines in the classroom where it was difficult to see certain foundations in action?
- What does this tell you about the importance of ongoing observation in early care and education settings?
- What are the implications of this for your current or future work with young children?

Health



Health

Scripts

- Are rules for behavior
- Describe what we do in certain situations
- Can be sayings, songs, or rhymes
- Are the same over and over again

Health

Identifying *Scripts* for the Health Domain

Strand: Health Habits Substrand: Basic Hygiene
Scripts:
Strand: Health Habits Substrand: Oral Health
Scripts:
Strand: Health Habits Substrand: Knowledge of Wellness
Scripts:

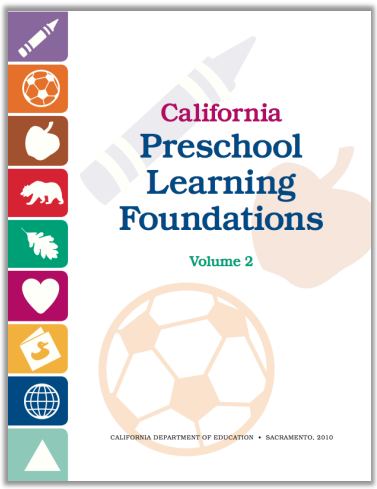
Health

- Are the *scripts* all relevant to the health domain?
- Are some familiar?
- Are some related to family or cultural practice?
- What does this suggest about developing and using *scripts* for young children related to the health domain?

Health

- What was new information for you?
- What new ideas for your work did you get from this experience?
- What did you learn about your own experiences in health, safety, and nutrition?

Health



Health

Looking for Relationships Across Domains:
Visual and Performing Arts and Health

Which skills (foundations) in the visual and performing arts would support or be required for development of skills in the Health domain?

Health Strands ↓	Visual Arts • Notice, Respond, and Engage • Develop Skills in Visual Art • Create, Invent, and Express Through Visual Art	Music • Notice, Respond, and Engage • Develop Skills in Music • Create, Invent, and Express Through Music	Drama • Notice, Respond, and Engage • Develop Skills to Create, Invent, and Express Through Drama	Dance • Notice, Respond, and Engage • Develop Skills in Dance • Create, Invent, and Express Through Dance
Health Habits				
Safety				
Nutrition				

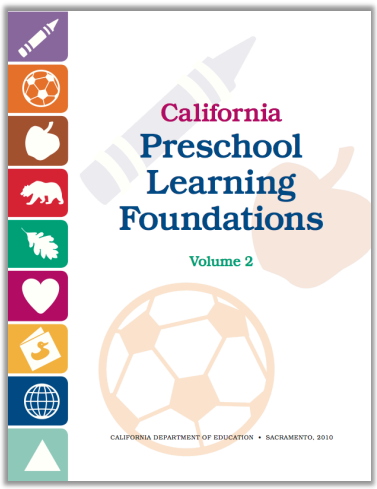
Health

- Where was it easy?
- Were there some that seemed almost the same?
- Where did you find strong relationships?
- Where was it hard to see relationships?
- Are there some that just are not connected? What does this suggest?

Health

- What stood out for you in this experience?
- Did any insights emerge for you regarding the health domain or other domains?
- How has this helped you understand the integrated nature of early development?

Health



Health

English-language development domain

- Beginning Level: Children are listening and actively processing the features of the English language.
- Middle Level: Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.
- Later Level: Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.

Health

Developing Vocabulary in the Health Habits Strand for Children Who Are English Learners

	Level of English-Language Development		
	Beginning Level: Children are listening and actively processing the features of the English language.	Middle Level: Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.	Later Level: Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.
Substrand: Basic Hygiene			
Substrand: Oral Health			
Substrand: Knowledge Of Wellness			
Substrand: Sun Safety			

Health

- Where did you find this easy to do?
- Where was it challenging?
- What does this suggest about working through the health foundations with young children who are English learners?

Health

- What was the most important thing that you learned in this experience?
- Did you find areas of development or concepts that you want to strengthen in your own understanding?
- How will this influence your work now or in the future with young children?