



## **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

Faculty Initiative Project Instructional Guide for the *California Preschool Learning Foundations, Volume 2*

Physical Development Domain -- Student Learning Outcomes (SLOs)

CDE/Child Development Division and WestEd Center for Child and Family Studies

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## **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

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- 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



## **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.



## **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.

### **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.

### **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

## **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.

Faculty Initiative Project Instructional Guide for the *California Preschool Learning Foundations, Volume 2*

Physical Development Domain -- Student Learning Outcomes (SLOs)

CDE/Child Development Division and WestEd Center for Child and Family Studies

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**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:**



- 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)