Instructional Guide

California Preschool Learning Foundations, Volume 2



Supporting faculty in the California Community College and California State University systems with CDE early childhood publications and initiatives

California Department of Education/Child Development Division
WestEd Center for Child and Family Studies

CDE ECE Faculty Initiative Project

A Foreword from the Co-Director of the Center for Child and Family Studies, WestEd

Seeking to forge a strong link between the California Department of Education's (CDE) early care and education quality improvement activities and higher education in California, the Faculty Initiative Project (FIP) has been supporting the efforts of faculty to infuse information from the CDE's activities into their course work. The instructional guides, which are being created collaboratively with higher education faculty, are an essential component of the Faculty Initiative Project's work. This document, the *CDE/ECE Faculty Initiative Project Instructional Guide* for the *California Preschool Learning Foundations, Volume 2*, is the latest installment of these practical, user-friendly resources.

The preschool learning foundations are at the center of the CDE's preschool learning and development system. Created by leading experts, the foundations are based on research and evidence-based information. Volume 2 provides descriptions of young children's learning and development at around 48 months of age and at around 60 months of age in the domains of visual and performing arts, physical development, and health. Although these domains may receive less attention than domains such as language and literacy and mathematics, they are important areas of learning and development during the preschool years. The physical development and health domains comprise the content of the essential domain of physical well-being and motor development as designated by the U.S. Department of Education and the U.S. Department of Health and Human Services. The visual and performing arts domain relates to all areas of development. Moreover, it is an important component of the Head Start Child Development and Early Learning Framework.

Higher education faculty will easily recognize the content of the learning foundations, for it focuses on many concepts they already teach. In the visual and performing arts domain, for example, the foundations address children's developing abilities to create, invent, and express themselves through art, music, drama, and dance. The foundations identify key areas of preschool learning and development that teachers and programs intentionally support. The CDE's curriculum framework and its Desired Results Developmental Profile (DRDP) assessment instrument will be aligned to the foundations. Through infusing the foundations into their course work, faculty will be able to introduce resources and tools that are intended to facilitate their students' work as early childhood educators.

This instructional guide is designed to meet the needs of faculty in a wide variety of situations. Following a widely used teaching and learning sequence, it offers open-ended activities that can be used in their current form or adapted. In a nutshell, the instructional

guide provides an easy to-use, ready-to-go set of comprehensive resources, including in-class activities and handouts, that relate to all instructional levels, from an introductory class to master's level graduate study.

My colleagues and I at WestEd greatly appreciate having the opportunity to partner with the Faculty Initiative Project advisors and consultants from higher education. We are excited about this collaborative effort to create resources that are designed specifically for faculty. It is our hope that this instructional guide will help faculty foster a broad and deep understanding of early learning and development in their students—tomorrow's early childhood educators. Together with the CDE, we look forward to continuing our work with higher education to ensure that all young children have teachers who possess the knowledge, skills, and dispositions necessary to provide high quality early care and education.

Peter L. Mangione
Co-Director, Center for Child and Family Studies
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Acknowledgments

The creation of this instructional guide would not have been possible without the expertise and contributions of the many talented people who were involved. We extend our sincere gratitude to this group of dedicated professionals. They included the (1) Faculty Initiative Project Core Consultants, (2) The Faculty Initiative Project Advisory Group, (3) Staff from the California Department of Education/Child Development Division (CDE/CDD), and (4) project staff from WestEd's Center for Child and Family Studies.

Peter Mangione, Co-Director of the Center for Child and Family Studies, provided invaluable academic and practical perspectives affecting all aspects of this instructional guide.

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Special thanks go to *Christine Moscou*, Project Assistant, for her dedication and contributions to this Instructional Guide.

Special thanks also go to *Katie Monahan*, Program Associate, Center for Child and Family Studies.

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CDE/ECE Faculty Initiative Project Instructional Guide

California Preschool Learning Foundations, Volume 2

Introduction to the Instructional Guide

Introduction to The Faculty Initiative Project: *Supporting Faculty*

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

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

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

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

Among these initiatives and publications are *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*; *California Preschool Learning Foundations, Volume 1*; and *California Preschool Curriculum Framework, Volume 1*.

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

The instructional guides are developed to

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

The instructional guides are intended to help faculty acquaint college students who are preparing for work in preschool settings with CDD publications. In the instructional guides, the word "students" refers to college students and not children in the preschool setting.

Purpose of the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*: *Deepening Students' Understanding of the Content of the Foundations*

The purpose of the CDE/ECE Faculty Initiative Project's *Instructional Guide for* the *California Preschool Learning Foundations, Volume 2* is to support faculty in deepening their students' understanding of the foundations contained in the *California Preschool Learning Foundations, Volume 2* (PLF, V2). This instructional guide provides suggested learning experiences and resources for use by faculty in community college and university courses in California. The learning experiences in the instructional guide are intended to promote college students' development of knowledge and skills as well as to support the development of habits and skills for reflection.

The foundations " . . . describe competencies – knowledge and skills – that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool." (PLF, V2, p. xi) They provide research-based identification of the skills and knowledge children need to be successful in school and in life. The foundations themselves are neither curriculum nor assessment but can serve as guides to help teachers develop curriculum and assessment practices.

The *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* addresses curriculum development that will support children's' progress toward achieving the foundations in the *California Preschool Learning Foundations, Volume 1.*

California Preschool Learning Foundations, Volume 2 addresses three domains of development and learning: visual and performing arts, physical development, and health. Each domain has a specific organizational format, but domains are generally organized as strands, substrands, foundations, and examples. The instructional guide

also addresses each of the three domains. A map of each specific domain's organizational format is provided with each domain in this instructional guide.

Flexibility for Faculty: *Choose, Adapt, Tailor*

The material in the instructional guide is intended to provide great flexibility to faculty. The following options are examples of ways faculty can use the instructional guide:

- Select relevant content and/or learning experiences based on course content and/or student learning outcomes
- Reorganize the active learning segments or select sections of the materials to fit their students and priorities
- Expand or minimize content
- Tailor content to their local needs (e.g., prevalent home language varies from region to region in California)

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

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.

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.

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.

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		

CDE/ECE Faculty Initiative Project Instructional Guide

California Preschool Learning Foundations, Volume 2 (2010)



Visual and Performing Arts Domain

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

Introduction to the Instructional Guide for the Visual and Performing Arts Domain

This instructional guide for the visual and performing arts domain is organized to support faculty in addressing the content and research base of the visual and performing arts 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 visual and performing arts foundations. It is also *not* intended to support faculty in helping students learn how to design *curriculum* related to children's development of visual and performing arts 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 visual and performing arts domain of the *California Preschool Learning Foundations, Volume 2* (PLF, V2*)* consists of four strands:
- Visual Arts
- Music
- Drama
- Dance

Within the strands of Visual Arts, Music, and Dance, there are three substrands:
- 1.0 Notice, Respond, Engage
- 2.0 Develop Skills
- 3.0 Create, Invent, and Express

Within the Drama strand, there two substrands:
- 1.0 Notice, Respond, Engage
- 2.0 Develop Skills to Create, Invent, and Express Through Drama

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.

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.

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.

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.

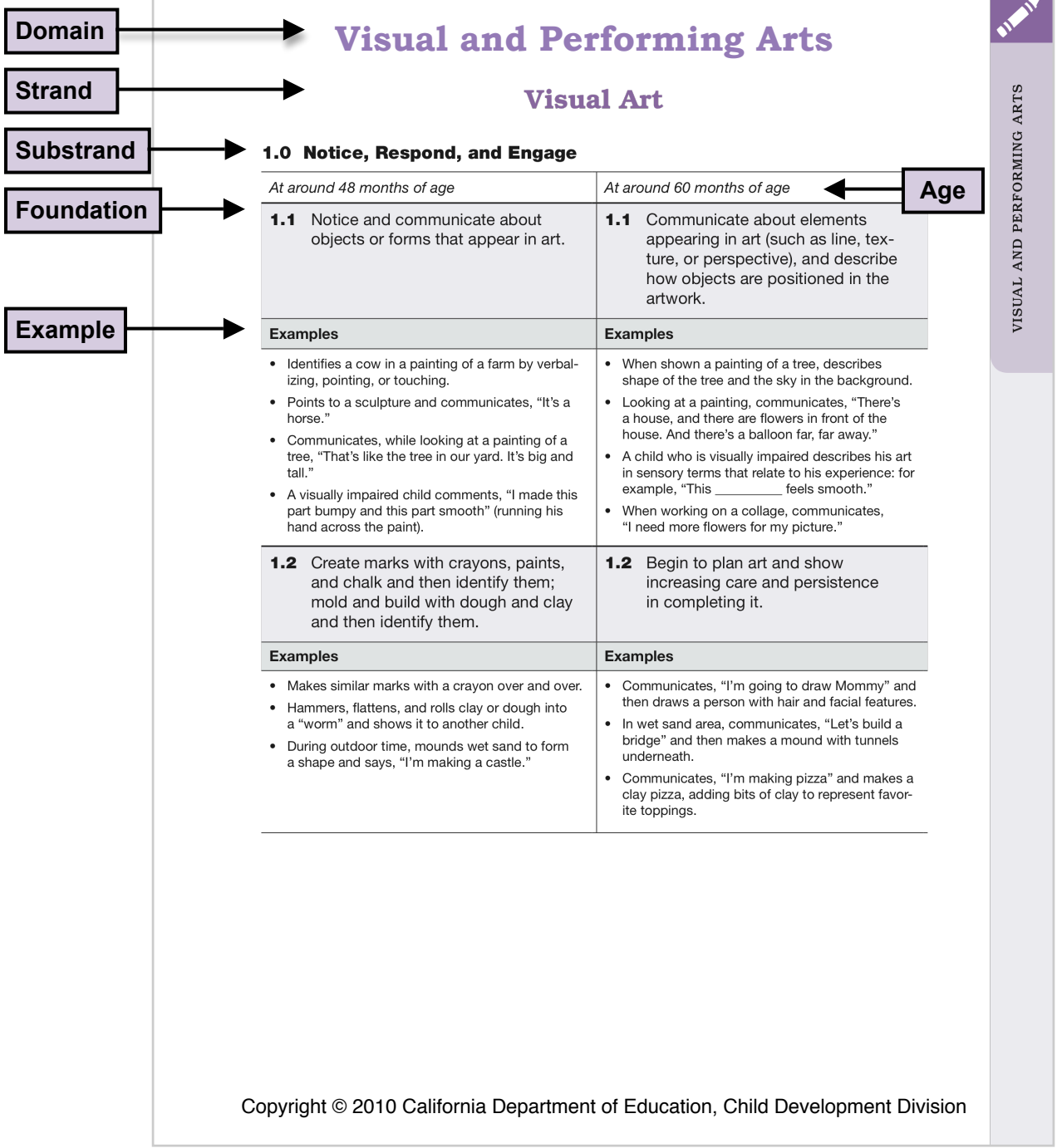
Additional Thoughts

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.

Map of the Foundations



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Visual and Performing Arts:
Connecting to Our Early Experiences with the Visual and Performing Arts

Focus Statement

Students reflect on their own early experiences with the visual and performing arts and then interview other students to explore their experiences. They then are led in a reflective discussion regarding what they have learned from this experience and what it might mean for their work.

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
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Conversation grid—peer interviews
- Lecture
- Reflective discussion—large group
- Reflective questions

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
- Professionalism

Visual and Performing Arts:
Connecting to Our Early Experiences with the Visual and Performing Arts

Before You Start

This learning experience will ask students to reflect on their own early and current relationships to the visual and performing arts. They will do this by recalling their own experiences and then interviewing other students to discover the experiences that others have had. Keep in mind that students' experiences might be limited with one or another of the visual and performing arts or their experiences might have left them feeling uncomfortable in these arts. The discussions with peers is important in exploring and understanding that, in any group, there might have been different emphases on the arts in our lives and that much of our experience is shaped by family and cultural traditions, habits or preferences. Students might even discover that these terms carry different meanings for different students.

Note that, because we are focusing on the strands in the visual and performing arts domain, video and film are not included here. If you feel it is important, they could be included as visual forms of expression of drama, music, or dance.

A handout of a conversation grid is provided with this learning experience. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Begin by reviewing the glossary for this domain, which is on pages 28–30 of the *California Preschool Learning Foundations, Volume 2* (PLF V2). Whether or not students are already familiar with the content of this domain, the glossary will provide a way to come to common understanding of the strands in this domain.

Strict definitions are not helpful for this learning experience, but some common understanding will support students in their conversations and discussions. Use the following definitions if they are helpful. Music and visual arts are not defined in the glossary. These definitions are taken from the publication and the glossary for this domain and are adapted to relate to adult experiences.



Slides 2-3

Visual Arts: Products and processes of expression that use particular tools to create marks, colors, textures, and shapes of visual art.

Dance: Movement selected and organized for aesthetic purposes, or as a medium of expression.

Drama: Creating and acting out pretend characters in imaginary or staged contexts. In the preschool classroom drama is experiential, whereas theater is performance oriented.

Music: Sounds selected and organized for expressive purposes; these sounds have pitch, tempo, rhythm, and tone.

Make sure students understand that, in the early years, the value of these arts is related to process, not product (PLF, V2, p. 1). As they explore their own experiences, however, these could relate to either process or product or performance, since they will be discussing a range of their own experiences over time.

Active Learning



Slide 4

Getting it started

Let students know that they will be reviewing their own experiences with the four strands of the visual and performing arts domain. They will each do this individually for themselves and then will have conversations with their peers in the classroom to explore how others have experienced these arts. How they are organized to do this will depend on class size and time available. Each student could do all four strands, or the strands could be distributed to pairs or small numbers of students. Students could interview only other students with different strands or only students with the same strand.

Each student will have one or more conversation grids. These are available as a handout for this learning experience and there is one for each strand. Each grid has three questions as column headings. Each student is to use the first row to write their own experiences.

Online Options

Students could complete their own experiences on the conversation grid online and then interview others in class.

Give students about 10 minutes to do this. They will need a little time to remember their experiences, but remind them that they should keep their responses brief.

Keeping it going

After they have recorded their own responses, they are to find and interview other students in the class to get their responses. Students are to ask each other the three questions that head the handout columns and briefly write in the other student's responses. Since these will be already written, they won't need as much time with others as they did with themselves. How many others each student interviews will depend on the time available. You will probably want to have them doing interviews for at least 30 minutes. This will give them time to gather enough information for further reflection. You could also extend the time available and encourage students to discuss any outstanding differences or similarities with other students.

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Putting It Together with Reflective Questions

When students have interviewed at least two or three others, bring them together for a discussion of the following questions:



Slides 5-6

- What similar experiences or preferences in your families or communities did you discover?
- What different experiences or preferences in your families or communities did you discover?
- Did you discover similarities or differences in how you experience the visual and performing arts now?
- What does this suggest in regards to working with the visual and performing arts with young children?
- How might you apply what you have learned here to your current or future work with young children?

Online Options

The questions for discussion could be used as an online assignment to be handed in for review. It would be important, however, to bring these results to class for a discussion or to set up an online discussion to review the results.

Students can be prompted to consider what children bring to this domain. Encourage students to think about what differences there might be in children's experiences with the visual and performing arts in the preschool setting and in their family and cultural contexts.

Handout for Connecting to Our Early Experiences with the Visual and Performing Arts

Fill out this conversation grid first for yourself and then find three or four others to interview. This will be followed by a class discussion of results.
Note: there is one conversation grid for each strand.

Visual and Performing Arts Strand: Visual Art			
	How did you experience visual arts when you were growing up? For example, did you draw, paint, or sculpt or visit art exhibits?	Do you remember specific events or experiences with visual arts in your family, at school, or in your community? Do you remember any that particularly touched you or were important to you? This could include creating visual art, acquiring a piece of art, or going to an art show in your community.	How do you experience visual arts now?
Self			
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			

Visual and Performing Arts Strand: Music			
	How did you experience music when you were growing up? For example, do you remember singing, playing instruments, or listening to music?	Do you remember specific events or experiences with music in your family, at school, or in your community? Do you remember any that particularly touched you or were important to you? For example, this might include singing solo or in a choral group; playing in a band; listening together; or attending community events such as theater, movies, or festivals.	How do you experience music now?
Self			
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			

Visual and Performing Arts Strand: Drama			
	How did you experience drama when you were growing up? For example, did you engage in pretend play, perform in plays, or attend drama events in your community?	Do you remember specific events or experiences with drama in your family, at school, or in your community? Do you remember any that particularly touched you or were important to you? For example, this could include performing at or attending drama events.	How do you experience drama events now?
Self			
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			

Visual and Performing Arts Strand: Dance			
	How did you experience dance when you were growing up? For example, did you dance to music as a child or adult; take dance lessons; observe or participate in family or culturally traditional dances; see dance in the community, in film, or on stage?	Do you remember specific events or experiences with dance in your family, at school, or in your community? Do you remember any that particularly touched you or were important to you? For example, this could include dancing in a group or at community events such as dances or festivals.	How do you experience dance now?
Self			
Person 1			
Person 2			
Person 3			
Person 4			
Person 5			

Visual and Performing Arts:
Connecting to the Visual and Performing Arts in Our Communities

Focus Statement

Students experience a performance or exhibit of the arts in their communities. They then reflect on that experience in terms of the ways that the arts can support learning and development in themselves and in young children.

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
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Brainstorming—large group
- Guided experience in the community
- Lecture
- Personal reflection
- Reflection paper
- Reflective discussion—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
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Professionalism

Visual and Performing Arts:
Connecting to the Visual and Performing Arts in Our Communities

Before You Start

Students will be asked in this learning experience to attend a performing arts event or an exhibit of visual arts. For some, this will be a new experience. For others, it might be something they routinely do. You might even have performers and/or artists in your group of students. It will be important to uncover the range of these experiences in case you have to provide additional support in navigating the experience.

The focus here in on students experiencing live visual and performing arts.

This learning experience will unfold over time, as there is the preparation, the attendance at events, and the debriefing discussion and written reflection. It will be important to determine the time span needed and a way to ensure that students can bring something back from a performance to add to the discussion. These could be programs, guides, or brochures.

It is also important to recognize that there might be expenditures associated with these events that could be difficult for some students to manage. Suggestions are made for finding events that are free or low cost.

Information Delivery

Begin by asking students to read the introduction to the visual and performing arts foundations in the *California Preschool Learning Foundations, Volume 2* (PLF, V2). They can do this before coming to class, or class time can be devoted to this reading. For this learning experience, students will be focusing on the strand level: Visual Art, Dance, Drama, and Music. It is important that they have working definitions of these terms for this experience. The glossary on pages 28–30 provides definitions for the domain of visual and performing arts. The following definitions are taken from the publication and the glossary for this domain and are adapted to relate to adult experiences.



Slides 2-4

Visual Arts: Products and processes of expression that use particular tools to create marks, colors, textures, and shapes of visual art.

Dance: Movement selected and organized for aesthetic purposes, or as a medium of expression.

Drama: Creating and acting out pretend characters in imaginary or staged contexts. In the preschool classroom drama is experiential, whereas theater is performance oriented.

Music: Sounds selected and organized for expressive purposes; these sounds have pitch, tempo, rhythm, and tone.

Active Learning

Getting it started

Begin by asking students about their relationship to the visual and performing arts in their communities.

- Are any of them involved in community theater, dance groups, or music groups?
- Do any of them paint; draw; do textile arts such as weaving or quilting; do photography, video, collage, or any other visual arts?

  Keep in mind that students may engage in visual or performing arts other than those that are strands in this domain, since our involvement can shift to different expressive forms as we move into adulthood.



Slide 5

Next, ask them to brainstorm a list of community theater groups, music groups, dance groups, performance venues, or art galleries in their communities where they can see live performances or original art displayed.

Online Options

The results of the brainstorming in "Getting it started" could be posted online, and students could add to that as they expand their own lists.

Using chart paper, whiteboard, or electronic means, chart or list their involvement in the arts and the groups and places they know about. In large urban areas, there could be quite a lot of examples. Try to elicit as many genres as you can from classical to modern, and try to elicit events and venues that relate to students' cultural communities. Remind them that you are only listing live performance or original art.

Keeping it going

Let students know that they will be asked to attend a performance or visit a gallery.

- First, ask them to develop a short list of performances they could attend or galleries that they could visit. They might need some guidance in learning where such things are listed, and you can direct them to newspapers, online community bulletin boards, online searches, or whatever is available in your particular community. They might need some time outside class with this assignment, depending on their familiarity with art venues in their community.

Make sure there are some listed that are free or low cost. For example, many art galleries have no entrance fee, and there are sometimes music and dance festivals that are in public spaces and at no cost.

- When they have their lists, ask them to choose one to attend or visit during a specified time period and submit their choice for your approval.
- Allow students a time frame for carrying this out that fits with your class needs and how available the events and places are.

Putting it together

Following their community experience, ask students to write a short reflection paper that includes the following information:



Slides 6-7

- Event or place visited, date, and name of event or art show
- A short description of the event or show, such as who or what was in it and what they did
- Your own reflection on the experience:
  - What did you especially enjoy?
  - What was new?
  - Was anything disappointing?
- What did you learn about the importance of the arts for young children as they grow and learn?
- How can the arts support learning and development and strengthen community?

  In responding to this, ask students to think especially about their own experiences of new ideas, concepts, connection to community, and emotional responses.
- Attach a program, ticket, brochure, guide, or whatever you have that describes (and documents) your experience.

Reflection

Using the questions that are suggested in "Putting it together" for a written assignment, lead a class discussion. Allow students to reflect on their experiences and hear what others did and what they experienced.





Visual and Performing Arts:
Piecing Together the Visual and Performing Arts Domain Content Puzzle

Focus Statement

Students become familiar with the content and structure of the visual and performing arts 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
- Observation and Assessment
- 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
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion

Visual and Performing Arts:
Piecing Together the Visual and Performing Arts Domain Content Puzzle

Before You Start

In this learning experience, students familiarize themselves with the content of the visual and performing arts domain. In addition to acquainting students with the specific content of this domain, it 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.

Small Post-it® notes in three colors will also be needed for the universal design experience described in the "Deeper Understanding" section.

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 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 visual and performing arts domain has four strands that represent the four arts disciplines: visual art, music, drama, and dance. Each strand has two or three substrands; a listing can be found on page 4 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and is provided here for reference:



Slides 2-6

Visual Art (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Visual Art (Substrand)

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3.0 Create, Invent, and Express Through Visual Art (Substrand)

Music (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Music (Substrand)

3.0 Create, Invent, and Express Through Music (Substrand)

Drama (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills to Create, Invent, and Express Through Drama (Substrand)

Dance (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Dance (Substrand)

3.0 Create, Invent, and Express Through Dance (Substrand)

Explanations of the four substrands also are found on page 4. The similarities and differences in the substrands for the strands will be discussed during the learning experience.

Information from the section on "Universal Design for Learning" (PLF, V2, pp. xiv–xvi) will also be referenced in this learning experience.

The information can be delivered through lecture or assigned reading.

Active Learning



Slide 7

Getting it started

Introduce the domain by reviewing the four arts disciplines in the domain and the descriptions of the substrands. Ask students what they notice about the substrands for each strand—make sure they point out that the substrands for visual art, music, and dance are identical while the first substrand for drama is the same and the second substrand is different. After giving an example of a foundation for each substrand, you may also wish to ask students for some additional examples to make sure they understand the differences among the substrands.

Then discuss the age designations (that is, *"At around 48*

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months of age" and *"At around 60 months of age")* and how the foundations focus on knowledge and skills that most children have acquired 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.

Keeping it going
Distribute the puzzle sets to the students and explain that they are to assemble them by first identifying the four strands and then placing the appropriate substrands and foundations under each strand.

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
Have students 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 a strand to a group of students rather than give all four strands to all groups. 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:

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Slides 8-9

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

Deeper Understanding



Slides 10-13

Have students read the section on "Universal Design for Learning" (PLF, V2, pp. xiv–xvi). Discuss the principles of "multiple means of representation," "multiple means of expression," and "multiple means of engagement." Point out that the examples and footnotes in the foundations include concrete examples of these three principles (for example, page 5—1.1/how a child with a visual impairment describes art, page 7—footnote/suggestions for supporting a child with a motor impairment).

Ask students to review the examples and footnotes in the *California Preschool Learning Foundations, Volume 2* and decide which principle(s) each example references. Students next are to write "MM Representation," "MM Expression," or "MM Engagement" on Post-it® notes. The students then place the Post-it® notes under the appropriate foundations in their puzzles.

If possible, use a different color Post-it® note for each principle such as yellow for representation, blue for expression, and pink for engagement.

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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Visual and Performing Arts Domain Puzzle

Visual Art	
At around 48 months of age	*At around 60 months of age*
Notice, Respond, and Engage	
Notice and communicate about objects or forms that appear in art.	Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	Begin to plan art and show increasing care and persistence in completing it.
Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	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.
Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	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.
Develop Skills in Visual Art	
Make straight and curved marks and lines; begin to draw rough circle shapes.	Draw single circle and add lines to create representations of people and things.

Visual Art -- Continued	
At around 48 months of age	*At around 60 months of age*
Develop Skills in Visual Art -- Continued	
Begin to create paintings or drawings that suggest people, animals, and objects.	Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.
Make somewhat regular-shaped balls and coils out of dough or clay.	Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).
Begin to use paper and other materials to assemble simple collages.	Use paper and other materials to make two- and three-dimensional assembled works.
Begin to recognize and name materials and tools used for visual arts.	Recognize and name materials and tools used for visual arts.
Demonstrate some motor control when working with visual arts tools.	Demonstrate increasing coordination and motor control when working with visual arts tools.
Create, Invent, and Express Through Visual Art	
Create art and sometimes name the work.	Intentionally create content in a work of art.
Begin to draw figures or objects.	Draw more detailed figures or objects with more control of line and shape.
Begin to use intensity of marks and color to express a feeling or mood.	Use intensity of marks and color more frequently to express a feeling or mood.

Music	
At around 48 months of age	*At around 60 months of age*
Notice, Respond, and Engage	
Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	Verbally reflect on music and describe music by using an expanded vocabulary.
Recognize simple repeating melody and rhythm patterns.	Demonstrate more complex repeating melody and rhythm patterns.
Identify the sources of a limited variety of musical sounds.	Identify the sources of a wider variety of music and music-like sounds.
Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.
Develops Skills in Music	
Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.
Explore vocally; sing repetitive patterns and parts of songs alone and with others.	Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.

Music -- Continued	
At around 48 months of age	*At around 60 months of age*
Create, Invent, and Express Through Music	
Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.
Move or use body to demonstrate beat and tempo, often spontaneously.	Move or use body to demonstrate beat, tempo, and style of music, often intentionally.
Improvise vocally and instrumentally.	Explore, improvise, and create brief melodies with voice or instrument.

Drama	
At around 48 months of age	*At around 60 months of age*
Notice, Respond, and Engage	
Demonstrate an understanding of simple drama vocabulary.	Demonstrate a broader understanding of drama vocabulary.
Identify preferences and interests related to participating in drama.	Explain preferences and interests related to participating in drama.
Demonstrate knowledge of simple plot of a participatory drama.	Demonstrate knowledge of extended plot and conflict of a participatory drama.
Develop Skills to Create, Invent, and Express Through Drama	
Demonstrate basic role-play skills with imagination and creativity.	Demonstrate basic role-play skills with imagination and creativity.
Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.

Dance	
At around 48 months of age	*At around 60 months of age*
Notice, Respond, and Engage	
Engage in dance movements.	Further engage and participate in dance movements.
Begin to understand and use vocabulary related to dance.	Connect dance terminology with demonstrated steps.
Respond to instruction of one skill at a time during movement, such as a jump or fall.	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.
Explore and use different steps and movements to create or form a dance.	Use understanding of different steps and movements to create or form a dance.
Develop Skills in Dance	
Begin to be aware of own body in space.	Begin to be aware of own body in space.
Begin to be aware of other people in dance or when moving in space.	Begin to be aware of other people in dance or when moving in space.
Begin to respond to tempo and timing through movement.	Begin to respond to tempo and timing through movement.
Begin to be aware of own body in space.	Continue to develop awareness of body in space.

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Dance -- Continued	
At around 48 months of age	*At around 60 months of age*
Create, Invent, and Express Through Dance	
Begin to act out and dramatize through music and movement patterns.	Extend understanding and skills for acting out and dramatizing through music and movement patterns.
Invent dance movements.	Invent and recreate dance movements.
Improvise simple dances that have a beginning and an end.	Improvise more complex dances that have a beginning, middle, and an end.
Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	Communicate and express feelings intentionally through dance.

Visual and Performing Arts:
Exploring the Content of the Visual and Performing Arts Domain Through Vocabulary

Focus Statement

Students become familiar with the vocabulary and terminology of the visual and performing arts foundations by identifying and defining words and terms that have new or unfamiliar meanings in the context of the visual and performing arts.

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
- Note-taking outline or guide
- Reflection—individual or large group
- Role-playing
- 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
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Health, Safety, and Nutrition
- Professionalism

Visual and Performing Arts:
Exploring the Content of the Visual and Performing Arts Domain Through Vocabulary

Before You Start

Preschool children typically demonstrate a lot of interest in and enthusiasm for engaging in visual art, music, drama, and dance activities. Many opportunities for children's participation in the visual and performing arts can be observed in a preschool classroom on a daily basis, and students can probably give many examples in each area of the arts.

While familiar with the four categories of the arts that make up the strands for the visual and performing arts domain, students may find the substrands a different way to think about the elements of each strand. Students may also find that some of the terms are unfamiliar or have different meanings when used in the context of the visual and performing arts. It is important for students to become familiar with the substrands and vocabulary so that they understand them and can recognize when a child is demonstrating the competencies described in a foundation.

You may want to prepare for this learning experience by creating chart paper or handouts for the students by writing a strand on the top of the sheet and then dividing the sheet into rows—one row for each substrand. Each row is then labeled with the name of the substrand and has spaces for words and definitions. A sample handout is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at http://www.wested.org/facultyinitiative.

Information Delivery



Slides 2-6

There are four strands in the visual and performing arts domain. These are summarized on page 4 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and listed here for quick reference:

Visual Art (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Visual Art (Substrand)

3.0 Create, Invent, and Express Through Visual Art (Substrand)

Music (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills In Music (Substrand)

3.0 Create, Invent, and Express Through Music (Substrand)

Drama (Strand)
1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills to Create, Invent, and Express Through Drama (Substrand)

Dance (Strand)
1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Dance (Substrand)

3.0 Create, Invent, and Express Through Dance (Substrand)

The definitions for each of the substrands are on page 4 of the *California Preschool Learning Foundations, Volume 2*.

Active Learning

Getting it started
Begin by asking the students to review and discuss the strands and substrands, with particular emphasis on the substrands. When discussing the substrands, it may be helpful to have students look at some of the examples in the foundations. Also ask students why they think the second substrand of the drama strand is a combination of the second and third substrands that are each a separate substrand in the other three strands.

Keeping it going
This learning experience is designed for students to do in small groups. Each group can do all the strands, or you can assign specific strands to each group.

Have the students review their assigned strand(s) and, using the handout, make a list of the vocabulary related to the strand. They can use terms found in the foundations, examples, and glossary (PLF, V2, pp. 5–21, 28–30).

Next have students review their lists and identify words that were new or unfamiliar to them in the context of the visual and performing arts. Encourage them to include words that may be unfamiliar or new to even just one or two of the group members. The focus is to generate a comprehensive list of new or unfamiliar vocabulary.

Then have students post their lists on chart paper or white

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boards. If students are doing all the strands, have a different group list the words for one strand and then have the other groups add new words to the first list.

Putting it together

Ask students to write definitions by the words on their lists. Depending on the number of words on the lists for each strand, you may do the definitions as a large group or in small groups. If you assigned strands to small groups, they could do the definitions for the words in their strand or a different strand. Encourage students to ask each other for clarification and help each other come up with succinct definitions. They can use the glossary on pages 28–30 of the *California Preschool Learning Foundations, Volume 2* for assistance as needed.

Online Options

Each group could post its completed vocabulary list online for other students to review prior to the class discussion.

Taking it further

Point out to students that parents also may not be familiar with some of the terms and concepts in the visual and performing arts. Have students form pairs and role-play a scenario in which a teacher is describing to a parent what their child is doing in one of the visual and performing arts. You may choose to assign the art forms to each pair or let students choose their own. In either case, make sure all four arts disciplines or strands are covered.

In the role-playing, the students are to include some of the terms from the vocabulary lists and define the terms for the parent while sharing what the child is doing. After the groups have role-played their scenario for the rest of the class, have a discussion that includes the following questions:



Slides 7-8

- What stands out for you from these role-playing demonstrations?
- Which terms were easy to define? Which ones were more difficult?
- Why do you think it's important to share this terminology with parents?
- What are ways you might share this information with parents?

Another approach/way

Students could generate vocabulary lists individually and then the whole class could compile a joint list. Begin by asking one

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student to share a word and then discuss the definition as a whole class. Students can continue taking turns, sharing a new word that is not yet on the class list until all the students' words are on the list.

Reflection

After the students have completed their lists, ask them to respond to the following questions:



Slides 9-10

- Which words were new or unfamiliar to you?
- Which words have definitions that are different from how you usually define or use them?
- Which terms describe behaviors that will be easy for you to observe in children? Which ones will be more difficult to observe?
- Why do you think it's important for teachers to understand these terms in the context of the visual and performing arts?
- How can you become more familiar with words that were new to you in your work with children?

Online Options

The reflection questions could be done online; students could post their responses for their classmates or just for the instructor.

Vocabulary of the Visual and Performing Arts Domain

Strand: Visual Art

(Page 1 of 4)

Substrand	Vocabulary term	Definition
1.0 Notice, Respond, and Engage		
2.0 Develop Skills in Visual Art		
3.0 Create, Invent, and Express Through Visual Art		

Strand: Music
(Page 2 of 4)

Substrand	Vocabulary term	Definition
1.0 Notice, Respond, and Engage		
2.0 Develop Skills in Music		
3.0 Create, Invent, and Express Through Music		

Strand: Drama
(Page 3 of 4)

Substrand	Vocabulary term	Definition
1.0 Notice, Respond, and Engage		
2.0 Develop Skills to Create, Invent, and Express Through Drama		

Strand: Dance
(Page 4 of 4)

Substrand	Vocabulary term	Definition
1.0 Notice, Respond, and Engage		
2.0 Develop Skills in Dance		
3.0 Create, Invent, and Express Through Dance		

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

Focus Statement

Students become familiar with the California Department of Education's *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve* (January, 2001) and explore their relationship to the visual and performing arts 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
- Pairs or small group work
- Peer review and feedback
- 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
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

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

Before You Start

In this learning experience, students are introduced to the California Department of Education's *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve* (January, 2001). 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 the visual and performing arts.

Students will be reviewing the content standards for this learning experience, so you may want to remind students that they can download the standards from the California Department of Education's Web site (www.cde.ca.gov/be/st/ss/). A sample handout of a grid is included that students can use when determining relationships between the standards and the foundations. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery



Slide 2

Students will be asked to review the prekindergarten and kindergarten content standards in the *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve*, California Department of Education, 2001.

Students also should be familiar with the strands, substrands, and foundations for the visual and performing arts domain of the *California Preschool Learning Foundations, Volume 2* (PLF, V2). The learning experience titled "Piecing Together the Visual and Performing Arts Domain Content Puzzle" in this instructional guide is one way to introduce students to this domain.

Active Learning

Getting it started

Ask students to review the introduction (pp. ix-xi) and the prekindergarten content standards (pp. 2–3, 42-43, 82-83, and 122-124) of the *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve* (January, 2001). Make sure students note that there are four arts disciplines in the standards that match the four strands

of the visual and performing arts foundations:



Slides 3-8

Visual and Performing Arts Content Standards	Visual and Performing Arts Foundations
Dance	Dance
Music	Music
Theatre	Drama
Visual Arts	Visual Arts



Slide 9

Keeping it going

Students may do this next step individually or in pairs or small groups. Provide them with Handout 1 included with this learning experience or have them create their own. Then have the students compare the prekindergarten content standards with the visual and performing arts strands, substrands, and foundations and note where there are connections. They can do this by marking an X in the grid where they see a link. They can also write a few explanatory notes in the grid boxes.

Putting it together

If students have worked in pairs or small groups, have the groups 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 and conduct an online discussion of the reflection questions.

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

Taking it further

Ask students to complete similar grids for the kindergarten content standards and the foundations for the visual and performing arts. Then invite them to compare their two grids and note any similarities and differences. A handout for the kindergarten standards is not included, but students could create their own based on the one they used for the prekindergarten content standards.

Another approach/way

The class could be divided into four groups, and each group

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could be assigned one of the four strands and the related arts discipline in the content standards. Then ask each group to present its grid to the rest of the class, highlighting the major similarities and differences between the foundations and the content standards.

Reflection



Slides 10-11

Conclude the session by facilitating a class discussion using the following questions:

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

Deeper Understanding



Slide 12

For a deeper understanding, ask students to identify another set of standards in the visual and performing arts—either national or another state's—and write a short paper comparing these standards with the visual and performing arts foundations in the *California Preschool Learning Foundations, Volume 2.* In addition to describing similarities and differences between the two, students should also identify what they see as strengths for each set of standards.

The *California Preschool Learning Foundations, Volume 2* (PLF, V2) introduction to the visual and performing arts domain references "review of research, review of the *Visual and Performing Arts Content Standards for California Public Schools* (2001), review of state standards in the visual arts from other states, and review of input from practitioners, scholars, and stakeholder organizations" (PLF, V2, p. 4). Three of these standards listed in the "References and Source Materials" section (PLF, V2, pp. 31–36) are in music and dance:

- Music Educators National Conference. 1994. Opportunity-to-Learn Standards for Music Instruction: Grade preK-12.

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- Music Educators National Conference Committee on Performance Standards. 1996. Performance Standards for Music: Strategies and Benchmarks for Assessing Progress Toward the National Standards. Grades preK-12.
- National Dance Education Organization. 2009. Standards for Dance in Early Childhood.

An Internet search also yields prekindergarten standards in many states.

Visual and Performing Arts Domain: Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts
Handout 1

Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts

Preschool Learning Foundations Strand: → **Dance**	Prekindergarten Content Standard: Dance					
	1. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	Development of Motor Skills and Technical Expertise				
		Comprehension and Analysis of Dance Elements				
		Development of Dance Vocabulary				
	2. Creative Expression: Creating, Performing, and Participating in Dance	Creation/ Invention of Dance Movements				
	3. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Dance	Development of Dance				
	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Dance	Description, Analysis, and Criticism of Dance				
	5. Connections, Relation-ships, Applications: Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	Connections and Applications Across Disciplines				
			Notice, Respond, and Engage	Develop Skills in Dance	Create, Invent, and Express Through Dance	

Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts

Preschool Learning Foundations Strand: → **Music**	Prekindergarten Content Standard: Music										
	1. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music		2. Creative Expression: Creating, Performing, and Participating in Music		3. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music		4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Music		5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	
	Read and Notate Music	Listen to, Analyze, and Describe Music	Apply Vocal and Instrumental Skills	Compose, Arrange, and Improvise	Diversity of Music	Derive Meaning	Connections and Applica-tions	Career-Related Skills		
Notice, Respond, and Engage										
Develop Skills in Music										
Create, Invent, and Express Through Music										

Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts

Preschool Learning Foundations Strand: → **Drama**											
	Prekindergarten Content Standard: Theatre										
	1. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre		2. Creative Expression: Creating, Performing, and Participating in Theatre		3. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Theatre		4. Aesthetic Valuing: Responding to, Analyzing, and Critiquing Theatrical Experiences		5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	
	Development of the Vocabulary of Theatre	Comprehension and Analysis of the Elements of Theatre	Development of Theatrical Skills	Creation/ Invention in Theatre	Role and Cultural Significance of Theatre	Critical Assessment of Theatre	Connections and Applications	Careers and Career-Related Skills		
Notice, Respond, and Engage											
Develop Skills to Create, Invent, and Express Through Drama											

Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts

Preschool Learning Foundations Strand: → **Visual Art**	Develop Perceptual Skills and Visual Arts Vocabulary	Skills, Processes, Materials, and Tools	Communication and Expression Through Original Works of Art	Role and Development of the Visual Arts	Diversity of the Visual Arts	Derive Meaning	Make Informed Judgments	Connections and Applications	Visual Literacy	Careers and Career-Related Skills
Pre-kindergarten Content Standard: Visual Arts										
1. Artistic Perception: Processing, Analyzing, and Responding to Sensory										
2. Creative Expression: Creating, Performing, and Participating in the Visual Arts										
3. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts										
4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts										
5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas										
Notice, Respond, and Engage										
Develop Skills in Visual Art										
Create, Invent, and Express Through Visual Art										

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

Focus Statement

Students review the research base that describes how children acquire knowledge and skills in the visual and performing arts, including areas where children tend to learn on their own and where more adult guidance is needed.

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
- Literature review
- 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 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
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

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

Before You Start

"Some skills, knowledge, and behavior emerge in nearly all children as a consequence of daily experience. Many arts-related developments (for example, the progression of drawing skills) tend to be seen at particular ages or in a particular sequence. Although some behaviors and skills in the arts develop more or less naturally through the course of children's experience, others need the support of adult guidance and intentional teaching . . . Teachers also help children acquire knowledge about the arts; for example, types of music or dance*"* (*California Preschool Learning Foundations, Volume 2,* pp. 2-3).

Students may not always consider how children acquire the knowledge and skills described in the visual and performing arts foundations. They may think of visual arts, music, drama, and dance as primarily fun activities rather than meaningful opportunities for children's learning and development. Or students may be aware of how children's engagement in the visual and performing arts links to and supports other areas of their development but not about the sequences of development in visual art, music, drama, and dance themselves.

Because this learning experience requires students to locate some of the research and reference materials listed in the "References and Source Materials" section (*California Preschool Learning Foundations, Volume 2*, pp. 31–36), you may need more than one class session to address this learning experience.

It may also be helpful to provide copies of the foundations for students to use for the "Putting it together" step of this learning experience. A handout with the strands, substrands, and foundations is provided with this learning experience and can also be found in the Appendix C. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Students will need to be familiar with the introductory material, bibliographic notes, and the foundations of the visual and performing arts domain in the *California Preschool Learning Foundations, Volume 2 (*PLF, V2):

- Introduction (pp. 1–4)
- Visual and Performing Arts Foundations (pp. 5–21)

- Bibliographic notes (pp. 22–27)

Active Learning



Slide 2

Getting it started
Begin by asking students to read or review the introductory material and bibliographic notes. Then ask them to each select one of the four art disciplines of the visual and performing arts (visual art, music, drama, and dance). Have a brief class discussion about their choices; ask for volunteers to share why they selected a particular art form.

Keeping it going
Next ask students to identify some key points describing how children develop knowledge and skills in the art discipline the students selected. Students can do this individually, or you may have students who chose the same art discipline work together.



Slide 3

Putting it together
Have the class then review the foundations and identify which ones they feel children could develop somewhat naturally through their everyday experiences and which ones need more adult or teacher support, guidance, and intentional teaching. Ask them to cite references from their review of the introductory material and bibliographic notes as much as possible.

If students have been working in groups, each group could review the foundations for their art discipline and present their ideas to the rest of the class. Or you could do the foundations review as a whole class.

Reflection



Slides 4-5

Students can reflect on this learning experience individually or through a class discussion with the following questions:

- What was some new information that you learned about children's development in the visual and performing arts?
- What will you remember about children's developmental sequences in each area of the visual and performing arts? Why?
- Did this information cause you to think differently about children's development in visual art, music, drama, and dance? Why?
- Which area of the visual and performing arts are you interested in learning more about that will help you in your current or future work with young children?

Deeper Understanding



Slide 6

Ask students to review the "References and Source Materials" section (PLF, V2, pp. 31–36) for additional references related to children's development of knowledge and skills in the discipline they have selected. They are to write a paper summarizing the findings from two or three of these references, highlighting any information that expands the discussion in the bibliographic notes.

Online Options

Students could post their papers online so that the whole class has access to research summaries in each of the four visual and performing arts disciplines. Students then could reference these papers in identifying the foundations that need more adult guidance.

Visual and Performing Arts:
Strands, Substrands, and Foundations

Visual Art	
At around 48 months of age	*At around 60 months of age*
1.0 Notice, Respond, and Engage	
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.

2.0 Develop Skills in Visual Art -- Continued	
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.
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.

Music	
At around 48 months of age	At around 60 months of age
1.0 Notice, Respond, and Engage	
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.

Music -- Continued	
At around 48 months of age	At around 60 months of age
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.

May be duplicated for educational purposes only.

Drama	
At around 48 months of age	At around 60 months of age
1.0 Notice, Respond, and Engage	
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	
At around 48 months of age	At around 60 months of age
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.
2.0 Develop Skills in Dance	
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.

Dance -- Continued	
At around 48 months of age	At around 48 months of age
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.

Visual and Performing Arts:
Identifying Family and Cultural Components in the Visual and Performing Arts

Focus Statement

Students familiarize themselves with examples of the arts in different cultures and how children are introduced to and involved in their practice.

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
- Guest speaker
- Presentation
- 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
- Professionalism

Visual and Performing Arts:
Identifying Family and Cultural Components in the Visual and Performing Arts

Before You Start

It is important for students to think about the ways that different cultural beliefs and practices influence children's exposure to and experiences in the visual and performing arts. Because of the immense cultural and linguistic diversity in California, students need to be aware of and sensitive to these differences in their work with young children and interactions with their families. Understanding this diversity will provide students with a stronger framework for considering how young children acquire the knowledge and skills described in the visual and performing arts foundations.

As preparation for this learning experience, you may wish to have an example of an art form you learned about as a child and that is still meaningful to you to share with the students. Telling your story about this art object or practice will help set the context for the long term impact that the arts have on young children's development.

Information Delivery

Students will be asked to review the introductory sections of the chapter on the visual and performing arts domain in the *California Preschool Learning Foundations, Volume 2* (pp. 1–4).

Active Learning



Slides 2-3

Getting it started

Begin this learning experience by asking students to discuss the content on pages 1–4 of the *California Preschool Learning Foundations, Volume 2.* Be sure that students note the relationship of children's engagement in the arts with their learning and development.

Have students form small groups and assign one of the four visual and performing arts strands to each group. Depending on the size of your class and the groupings, some groups may have the same strand.

Each group is then to identify examples of that particular art form in diverse cultures. Students can develop their lists through various means—personal experience, interviews with community members, Internet searches, and literature reviews.

Keeping it going

Each group then chooses one of the examples from their list to learn more about. Have the students address the following questions in their research:



Slide 4

- What is the context of the art form (for example, social, aesthetic, moral, religious, or functional)?
- What is the history of the art form?
- How, when, and where is the art form practiced today?
- How is the art form passed on within a community and from one generation to the next?
- How are young children involved?

Putting it together

Each group prepares a class presentation to share what they have learned. The presentation can take any form they like—encourage creativity (for example, video clips, slides, photos, demonstration, objects/examples, and so forth).

Online Options

Instead of doing class presentations, students could prepare short reports and post them online.

Taking it further

If any students have identified art forms that are particularly prevalent in your local community, ask the students to invite practitioners of that art form to speak to the class. Ask the speakers to address the questions in the "Keeping it going" section with an emphasis on families and young children.

Reflection

After all the groups have presented, conclude with a class discussion:



Slides 5-6

- Which specific art form really caught your attention?
- Where did you see some similarities among the presentations? What were some of the unique aspects?
- What were some themes that emerged from the presentations about how young children were involved with diverse art forms?
- How will these themes help you better understand how children acquire the knowledge and skills described in the visual and performing arts foundations?

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

Focus Statement

Students have an opportunity to learn from artists, performers, community members, and family members regarding their interest and engagement in the visual and performing arts and how these interests were fostered during childhood.

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
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Book report
- Class discussion
- Interviews of community members
- Panel/guest speaker
- Reflection paper
- Reflective discussion—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
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Leadership in Early Childhood Education
- Professionalism

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

Before You Start

In this learning experience, students hear from artists, performers, community members, and family members how they became interested and engaged in one of the visual and performing arts. In particular, the speakers will be asked to share their early experiences and which family or community members encouraged their interest and participation.

Invite a guest speaker or panel of speakers to present to your class. Suggestions for presenters include artists, singers, musicians, dancers, actors, photographers, teachers of the visual and performing arts, and museum staff. Local children's museums, theater, and concert programs may be good resources for identifying people to invite.

Information Delivery



Slide 2

Have students familiarize themselves with the four strands, substrands, and foundations of the visual and performing arts of the *California Preschool Learning Foundations, Volume 2* (pp. 5–21). Some of the foundations and the examples may help them think of interview questions for the speaker(s).

Active Learning

Getting it started

Explain to students that a guest speaker or panelists engaged in one or more of the visual and performing arts have been invited to share their stories about how they became involved in a particular art form. Ask the class to develop some interview questions that might include some of the following examples:



Slides 3-4

- What art form do they do and how long have they been doing it?
- What is their first memory of their particular art form?
- How did their interest develop?
- What were some of their experiences with this art form as children?

May be duplicated for educational purposes only.

- Who was involved in these experiences? How? What role did they play?
- What made them decide to develop these early experiences into either a career or lifelong interest?
- What recommendations do they have for exposing young children to the visual and performing arts and encouraging their interest?

Keeping it going

Ask the panel or guest speaker to present to the class. If possible, it might be a nice introduction to have the presenter(s) show brief video clips of a performance or samples of their work.

Provide time for the students to ask questions of the speakers. The questions could be spontaneous ones or interview questions that were not addressed by the speakers.

Putting it together

After the speakers have left, ask students to respond to a set of reflection questions about the presentation:



Slide 5

- What information from the presenter(s) caught your attention or stood out for you?
- What was particularly intriguing?
- What new or different perspectives do you have? How has this presentation been helpful as you think about how children acquire the knowledge and skills described in the visual and performing arts foundations?

Taking it further

Students can also interview family or community members about traditions related to the visual and performing arts. They can be asked about current traditions and practices and those that they remember from their own childhoods. You may ask the students to develop the interview questions individually or as a class.

Then have a class discussion about the students' interviews.



Slides 6-7

- What information from any of the interviews stood out for you?
- What was particularly intriguing? What surprised you?
- What new or different perspectives do you now have about the role of families and communities in young children's interest and engagement in the visual and performing arts?

- What messages did you take away from your interview that you can use when thinking about how young children acquire the knowledge and skills described in the visual and performing arts?

Online Options

Ask students write up and post their interviews online. After students have read all the interviews, conduct an online class discussion using the questions in the "Taking it further" section.

Another approach/way
Instead of having a panel presentation or guest speaker for your class, have students interview one of the people suggested in the "Before You Start" section. You could ask students to develop the interview questions as a class or let them use their own. You may choose to have students write up the interviews and also respond to the questions in the "Putting it together" section or have students do presentations in class.

Reflection



Slide 8

Based on the presentations and/or interview and the class discussions, ask students to each write three statements that describe the impact and influence of families and communities on young children's acquisition of the knowledge and skills described in the visual and performing arts foundations.

Deeper Understanding



Slide 9

Ask students to read a biography of someone involved in the visual or performing arts whom they admire. The students are then to write a short book report that describes the different influences on the person's career, especially childhood community and family influences.

Visual and Performing Arts:
Exploring Examples of the Visual and Performing Arts in the Early Care and Education Setting

Focus Statement

Students explore the examples of the foundations in this domain by first relating to what they have seen children do and then by engaging in observation to look for examples of the foundations in action.

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

- Development of resource tool
- Observation
- Pairs work
- Reflection—individual or large group
- Reflective discussion—large group
- Video observation

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
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition

Visual and Performing Arts:
Exploring Examples of the Visual and Performing Arts in the Early Care and Education Setting

Before You Start

Before doing this learning experience, you might want to familiarize students with this domain by doing one of the activities in this instructional guide that is specifically related to becoming acquainted with the content of this domain. The learning experience titled "Piecing Together the Visual and Performing Arts Domain Content Puzzle" might be appropriate for this purpose. It will be important to acquaint students with the four strands and the pattern of the substrands in this domain.

Become familiar with the examples of children's development in this domain. Also recognize the importance of helping students understand that the examples provided in the *California Preschool Learning Foundations, Volume 2* publication are examples and not criteria. Children are expected to demonstrate these concepts and skills in a variety of ways using a wide range of materials. This also means that there is no one behavior or skill that will be used as an assessment measure.

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

Information Delivery

Ask students to use the Handout 1 with the strands, substrands, and foundations in the visual and performing arts domain of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) to review the domain. It would also be helpful if students have read the introduction to the domain (PLF, V2, pp. 1–4) and the bibliographic notes (PLF, V2, pp. 22–27). Elsewhere in this instructional guide, two learning experiences that relate more specifically to these readings are "Connecting to the Visual and Performing Arts in Our Communities" and "Using the Research Base for Understanding Children's Development in the Visual and Performing Arts."

Active Learning

Getting it started

Ask students to spend some time examining the examples provided for each of the foundations in the visual and performing arts domain. You might do this by asking students, in pairs, to read through the examples for a strand or substrand and

discover examples that they have seen or heard in young children. You might also ask if they have seen or heard or can think of other ways in which children might demonstrate each foundation.

As students do this, it might be helpful to suggest that they pay particular attention to the pattern of substrands across the strands in the domains in the *California Preschool Learning Foundations, Volume 2*. It might make it easier to process and internalize these foundations.



Slide 2

Then reconvene the students into a large group and ask for observations on the process they just went through.

- What did you learn about these foundations?
- How can this help you help children demonstrate developmental progressions on these foundations?

Keeping it going

To extend this understanding, ask students to build ongoing example banks for the visual and performing arts foundations. They can do this as an observation activity.

Ask students to observe children in a preschool classroom. Students can do the observation in pairs or individually, and a specific strand can be assigned to each pair or individual to focus their observations. You also might assign each student or pair one strand per curriculum area such as the art area, block area, book area, or dramatic play area.



Slide 3

Provide the students with a list of the foundations for the visual and performing arts, Handout 1, and the observational guide, Handout 2, for this learning experience. Remind the students that, when they look for examples in classrooms in which they are working or with children they know, they are looking for observable behaviors or actions of the foundations.

Before students do the observations on their own, you might want to practice during a class with some video. Consider using the California Department of Education, Child Development Division's DVD *A World Full of Language*. There are several examples in this video of music and movement with children, and you might find examples of other strands of the visual and performing arts domain in action as well.

Online Options

Students could do preliminary observations with online videos. Be sure you direct them to specific links that will provide quality video of preschool children in action.

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During their observations, students might be reluctant to label the development that they are observing, but suggest that they just document what they see and bring their observations back to class for discussion. The focus 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 activities and routines.

Putting it together

Ask students to bring their lists of examples to class. 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. Or the examples could be submitted online prior to class and printed out for all students to review.

Online Options

After students have collected examples, they could be displayed on a course Web site for preview before class discussion or following class discussion for review and as a resource.

Ask students to organize the examples in such a way that they are displayed in relation to the strand or substrand they exemplify. For example, you could have one piece of chart paper for each strand or substrand. Give students time to walk about and see what has emerged.

Then ask students to discuss their review of the examples. The following questions could be used:



Slides 4-5

- Is there anything you particularly noticed about all the examples?
- Were there some areas or activities in the classroom where it was difficult to see these foundations in action?
- Were there some areas where it was easy?
- Were some strands easier to observe than others? Which ones? Why?
- 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?

Be sure that the examples are collected and made available as a resource to students.

Reflection

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

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Slide 6

- What insights did you gain from this experience?
- How might these insights influence your work now or in the future?

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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Observation Guide:
Exploring Examples of the Visual and Performing Arts Domain

Strand: *Visual Art*
Setting: Examples:
Strand: *Music*
Setting: Examples:
Strand: *Drama*
Setting: Examples:

Strand: Dance
Setting: Examples:

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

Focus Statement

Students review or become acquainted with the English-language development domain. They will then explore how they can support children who are English learners in their development in the visual and performing arts 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
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Teaching in a Diverse Society
- 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 experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum

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

Before You Start

This learning experience will work best if some or all students have some experience in an early care and education setting. They will be asked to generate some teaching strategies relating levels of English-language development to the visual and performing arts. They will also be asked to work with the English-language development domain, which is found in the *California Preschool Learning Foundations, Volume 1* (PLF, V 1**)**. It will most likely require some previous experience in early care and education settings to be able to apply teaching strategies for the visual and performing arts to situations where children are at different levels of English-language development.

This learning experience flows through two stages. The first will take students back to Volume 1 of the *California Preschool Learning Foundations* to review the English-language development domain, and the second will bring that knowledge forward to apply it to the visual and performing arts.

A handout 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.

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 of the *California Preschool Learning Foundations, Volume 1*.

In class or online provide descriptions of the levels of the English-language development domain. The following statements are derived from the descriptions on pages 107–108 of the *California Preschool Learning Foundations, Volume 1*.

Beginning Level: Children are listening and actively processing

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the features of the English language.



Slide 2

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.

Next, let students know that they will be asked to use these levels in thinking about the visual and performing arts.

If they have already become familiar with the visual and performing arts, you can proceed to the active phase of this learning experience. If students need to learn about or review the visual and performing arts domain, you can use one of the experiences in this instructional guide that is designed for that purpose, such as "Piecing Together the Visual and Performing Arts Domain Content Puzzle."

Emphasize that it is important to ensure that children who are English learners engage with the visual and performing arts, and it will require intentional focus and support to ensure this.

Active Learning

Getting it started



Slide 3

Once students have been introduced or reacquainted with both domains, direct them to Handout 1 that accompanies this learning experience. Have students work in pairs or small groups, and ask them to think of teaching strategies that could be applied for each English-language development level for each strand. All the strands are on the same handout, but assign only one strand to each group. Give them ample time to work with the handout and their strand.

Depending on the level of detail you would like to work with, you could have them work directly with the visual and performing arts substrands and foundations as they are summarized on pages 103–107 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2).



Slides 4-5

If needed, there are some general teaching strategies that are suggested in the California Department of Education's *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition), Chapter* 5 on pages 54–55. These include strategies such as using peers, using repetition, narrating, and labeling. These could be helpful to students as they try to think of strategies specifically related to the visual and performing arts.

Putting it together

Bring the class together and discuss what the students

developed as strategies. It will be important that students hear what has been developed for all the strands.

Online Options

Handout 1, following this learning experience, could be introduced and completed online for class discussion. The completed lists for all domains could be distributed online.

Reflection

Conclude this learning experience by having students reflect individually or as a group on these questions:



Slide 6

- What stood out for you as you worked with the English-language development and visual and performing arts domains?
- What insights have you gained about your work for now or in the future?

Engaging Dual-Language Learners in the Visual and Performing Arts in the Early Care and Education Setting

	What are some intentional teaching strategies that can be used for children at each level in their development of English as they engage in the visual and performing arts?			
	Visual Art	**Music**	**Drama**	**Dance**
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.				

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Visual and Performing Arts:
Exploring the Relationships of the Foundations in the Visual and Performing Arts Domain to Foundations in Other Domains

Focus Statement

Students explore the relationships between the visual and performing arts strands and strands 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

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

Instructional Methodologies

- Development of resource tool
- Lecture
- Pairs or small group work
- Reflection—individual or large group
- Reflective discussion—large group
- Shared problem solving

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
- Dual-Language Development
- Learning Environments and Curriculum

Visual and Performing Arts:
Exploring the Relationships of the Foundations in the Visual and Performing Arts Domain to Foundations in Other Domains

Before You Start

This learning experience will explore relations across domains where the visual and performing arts 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 physical development domain and the health 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 visual and performing arts domain. It will support this work if students also have read through this domain, including the introduction, foundations, bibliographic notes, and glossary.

There are two suggested ways to organize this learning experience. The first asks students to relate the foundations in the visual and performing arts to other domains in the *California Preschool Learning Foundations, Volume 2*. The second asks students to relate the visual and performing arts to three other domains in Volume 1 of the *California Preschool Learning Foundations*: social-emotional development, language and literacy, and mathematics. You could choose to work with all seven domains in one class session, depending on the number of students in your class, or you could choose to do the *California Preschool Learning Foundations, Volume 2* first, to increase awareness of Volume 2, and then move to the *California Preschool Learning Foundations, Volume 1*.

Note that the relation between the visual and performing arts domain and the English-language development domain is explored in another learning experience in this instructional guide, titled **"**Connecting English-language Development to the Visual and Performing Arts in the Early Care and Education Setting." 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.

You will need a copy of the *California Preschool Learning Foundations, Volume 1*

and the *California Preschool Curriculum Framework, Volume 1 for* this learning experience.

Information Delivery

Before doing this learning experience, it would be helpful to acquaint your students with the structure and content of the visual and performing arts domain. You may choose to review this information with them as a class. This information is included on pages 1-36 from the *California Preschool Learning Foundations, Volume 2*.

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 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 strands of the visual and performing arts domain 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 visual and performing arts domain and consider how it might be related to one of the other domains of the PLF, V2.

Assign one of the four strands in the visual and performing arts domain to each pair. Then assign each pair to one of the other domains in the PLF, V2: physical development or health. 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 do it this way. Provide them with Handout 1 that accompanies this learning experience.

Online Options

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

Ask each pair to think about the foundations in their visual and performing arts strand and consider what foundations in their assigned domain would support or be required for development of skills in their assigned strand. For example, how would manipulative skills be related to skills in the visual arts, or how could knowledge of wellness be related to drama skills?

If you have the time, you can rotate the strands of the visual and

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performing arts domain to new pairs and also rotate the other two domains so that students are working with a strand 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:


Slide 2

- Where was it easy? Were there some that seemed almost the same? Where did you find strong relationships? For example, what were the relationships between music and physical development and dance and physical development?
- Where was it hard to see relationships? Are there some that just are not connected? What does this suggest?

Taking it further
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 four strands of the visual and performing arts domain. This could duplicate the handouts used by the students but on a larger scale. You would need a matrix for health 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

The completed lists for all domains could be distributed online.

Another approach/way
You could expand this to look at the relationship between the visual and performing arts and the domains in the *California Preschool Learning Foundations, Volume 1*. If you do this, the following pairs of visual and performing arts strands and domains in Volume 1 would yield interesting relationships:

- Drama and the domain of language and literacy
- Music and the domain of math
- Visual arts and the domain of language and literacy
- Dance and the domain of social-emotional development

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 *California Preschool Learning Foundations, 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 3

- 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?

Deeper Understanding

For deeper understanding, try building a bank of examples that demonstrate several foundations at once, such as children working with auditory patterns (math, music, and literacy).

Looking for Relationships Across Domains: Visual and Performing Arts and Physical Development

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

Visual and Performing Arts 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 and Endurance, and Flexibility
Visual Art			
Music			
Drama			
Dance			

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

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

Visual and Performing Arts Strands ↓	**Health Domain Strand:** ***Health Habits*** • Basic Hygiene • Oral Health • Knowledge of Wellness • Sun Safety	**Health Domain Strand:** ***Safety*** • Injury Prevention	**Health Domain Strand:** ***Nutrition*** • Nutrition Knowledge • Nutrition Choices • Self-Regulation of Eating
Visual Art			
Music			
Drama			
Dance			

Visual and Performing Arts:
Exploring Across Domains as Visual and Performing Artists

Focus Statement

Students identify relationships among the strands in the visual and performing arts domain by developing scenarios of foundations in the strands to role-play and to discuss where they see these relationships. Students will also have the opportunity to identify relationships between the strands in the visual and performing arts, the physical development, and the health domains.

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
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Jigsaw reading
- Presentation
- Reflection—individual or large group
- Reflective discussion—large group
- Role playing
- 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
- Learning Environments and Curriculum

Visual and Performing Arts:
Exploring Across Domains as Visual and Performing Artists

Before You Start

This learning experience will be an active way for students to understand how the *California Preschool Learning Foundations, Volume 2* domains are related. Also, students will explore the integrated way in which children learn even if the focus is on one domain.

Students must be familiar with the foundations in the visual and performing arts before they explore its relation to other domains in the *California Preschool Learning Foundations, Volume 2 .* There are other learning experiences in this instructional guide that will familiarize students with each of the domains in Volume 2. A summary of the domains, strands, substrands, and foundations for each domain in Volume 2 can be found as an appendix in the Volume 2 foundations publication. It is important for students to know where these are located in the publication and to work directly with these summaries in the publication if they are to develop working knowledge of the foundations and the ability to use the publication as a resource.

A summary of the strands, substrands, and foundations for the three domains of the *California Preschool Learning Foundations, Volume 2* are included as Handout 1 following this learning experience. They can also be found in Appendix C of this instructional guide. Electronic versions of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Assign students to read the introduction and bibliography of the visual and performing arts domain if they have not already done so. They should also be directed to this domain in the *California Preschool Learning Foundations, Volume 2* publication appendix for review.

Active Learning

Getting it started

Organize students into small groups and assign one of the four strands in the visual and performing arts to each group. Let them know that they will develop a short scenario to role-play that will demonstrate as many of the foundations in their strand as they can. They should work across all the substrands and focus on the behaviors described for children at 60 months of age. Their role-playing should demonstrate activities that we would typically see in an early care and education setting related to their strand.

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Give them 15 or 20 minutes to develop and practice their role-playing.

Keeping it going
Each group will role-play its scenario for all the students to observe. As each group role-plays, the others are to look for ways in which behaviors for their strand could be seen in the role-playing. As each group finishes, ask students who were not demonstrating their strand what they could see of their own strand in the role-playing.

Students can also look for ways to extend the role-playing to include their strand. For example, children could use rhythmic singing as they roll or pat play dough or could draw, paint, or shape props for dramatic play.

Putting it together
When all groups have finished, lead a discussion about the integrated nature of the strands in the visual and performing arts.


Slide 2

- Where did you see the most interrelatedness?
- Which strand was least related to the others?
- How will knowing this help you in working with children with the foundations in the visual and performing arts?

Taking it further
So far, students have been working only with the visual and performing arts strands. One way to extend this is to ask students, in their groups, to explore the physical development domain and the health domain. Have each group look first at the physical development domain. Again, this is summarized in the *California Preschool Learning Foundations, Volume 2* appendix. As they do this, ask them to jot down where any of these foundations would have been seen in their own role-playing. After discussing their findings, ask them to do the same with the health domain. The questions in "Putting it together" can be used for this discussion as well.

Reflection

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


Slide 3

- What insights did you gain into the visual and performing arts domain from this experience?
- How will this influence your work now or in the future with young children?

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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CDE/ECE Faculty Initiative Project Instructional Guide

California Preschool Learning Foundations, Volume 2 (2010)



Physical Development Domain

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

Introduction to the Instructional Guide for the Physical Development Domain

This instructional guide for the physical development domain is organized to support faculty in addressing the content and research base of the physical development 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 physical development foundations. It is also *not* intended to support faculty in helping students learn how to design *curriculum* related to children's development of physical development 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 physical development domain of the *California Preschool Learning Foundations, Volume 2* (PLF, V2*)* consists of three strands, each with three substrands. They are:

Fundamental Movement Skills
- 1.0 Balance
- 2.0 Locomotor Skills
- 3.0 Manipulative Skills

Perceptual-Motor Skills and Movement Concepts
- 1.0 Body Awareness
- 2.0 Spatial Awareness
- 3.0 Directional Awareness

Active Physical Play
- 1.0 Active Participation
- 2.0 Cardiovascular Endurance
- 3.0 Muscular Strength, Muscular Endurance, and Flexibility

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.

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.

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.

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.

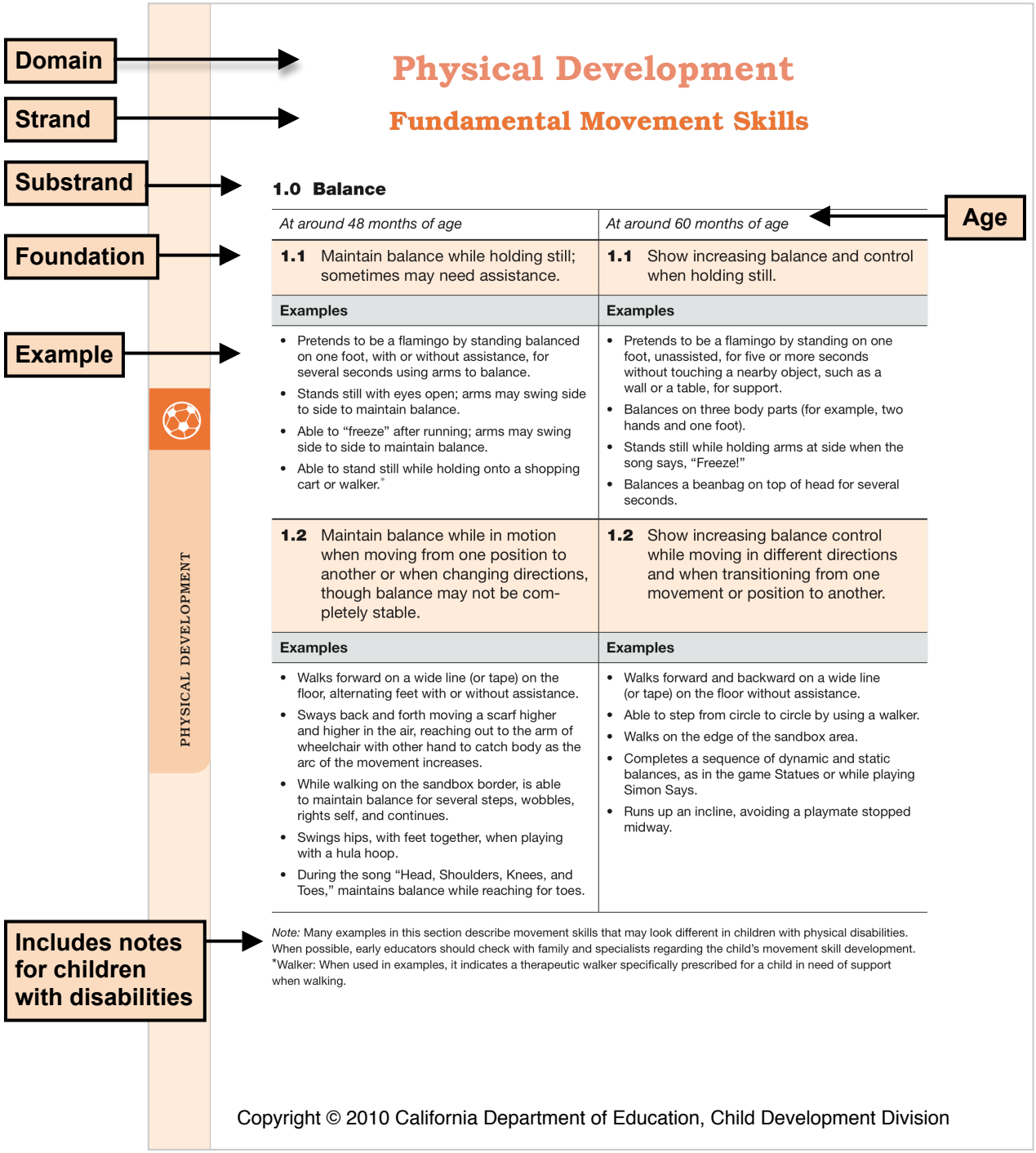
Additional Thoughts

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.

Map of the Foundations



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.
Examples	**Examples**
• Pretends to be a flamingo by standing balanced on one foot, with or without assistance, for several seconds using arms to balance. • Stands still with eyes open; arms may swing side to side to maintain balance. • Able to "freeze" after running; arms may swing side to side to maintain balance. • Able to stand still while holding onto a shopping cart or walker.*	• Pretends to be a flamingo by standing on one foot, unassisted, for five or more seconds without touching a nearby object, such as a wall or a table, for support. • Balances on three body parts (for example, two hands and one foot). • Stands still while holding arms at side when the song says, "Freeze!" • Balances a beanbag on top of head for several seconds.
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.
Examples	**Examples**
• Walks forward on a wide line (or tape) on the floor, alternating feet with or without assistance. • Sways back and forth moving a scarf higher and higher in the air, reaching out to the arm of wheelchair with other hand to catch body as the arc of the movement increases. • While walking on the sandbox border, is able to maintain balance for several steps, wobbles, rights self, and continues. • Swings hips, with feet together, when playing with a hula hoop. • During the song "Head, Shoulders, Knees, and Toes," maintains balance while reaching for toes.	• Walks forward and backward on a wide line (or tape) on the floor without assistance. • Able to step from circle to circle by using a walker. • Walks on the edge of the sandbox area. • Completes a sequence of dynamic and static balances, as in the game Statues or while playing Simon Says. • Runs up an incline, avoiding a playmate stopped midway.

Note: Many examples in this section describe movement skills that may look different in children with physical disabilities. When possible, early educators should check with family and specialists regarding the child's movement skill development.
*Walker: When used in examples, it indicates a therapeutic walker specifically prescribed for a child in need of support when walking.

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Physical Development:
Connecting to the Foundations in the Physical Development Domain by Experiencing Them

Focus Statement

Students demonstrate adaptations of the foundations in the physical development domain and discuss their experiences in doing them.

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
- Practicum-Field Experience

Instructional Methodologies

- Demonstration
- Pairs work
- Reflective discussion—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

- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Special Needs and Inclusion
- Health, Safety, and Nutrition

Physical Development:
Connecting to the Foundations in the Physical Development Domain by Experiencing Them

Before You Start

Students will be asked to think about their own skills in relation to the foundations in the physical development domain and what it might feel like to stretch their skills to further levels of development.

To facilitate this learning experience, provide a cleared space for students to work in pairs while physically exploring these foundations. Some of these foundations include balancing, skipping, and hopping. Because classes tend to be made up of many ages and backgrounds, plan these activities based on the capabilities of your students. Safety should be the first priority. If needed, student partners can help each other get from standing to sitting on the floor or sitting to standing. Note the suggested sequences listed on Handout 1, accompanying this learning experience.

Or, as suggested in "Another approach/way," you could more closely supervise the students and make appropriate matches between students and activities by choosing to have individual pairs demonstrate specific activities.

Some faculty might find it helpful to review the foundations in the physical development domain with students before doing this learning experience. Others might consider using this experience as an introduction to this domain before students are familiar with the foundations. In either case, the foundations are summarized in the appendix to the *California Preschool Learning Foundations, Volume 2* (PLF, V2) publication on page 108.

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

Materials needed for this learning experience are tape (such as masking tape) to put on the floor, beads and string, a few balls, scissors, paper, and pens/markers.

Information Delivery

Let students know that they will be looking at their own development related to the foundations in the physical development domain. Point out that for adults, most of these skills have become automatic, but in young children, they are still developing. Students will find some physical activities easy and some challenging, and that is to be expected in any group of adults.

Point out that the foundations have been developed for two age groups, but students will be focusing on what we would expect

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to see in children at 60 months of age as the students look at their own skills in this learning experience.

Active Learning



Slide 2

Getting it started

Distribute the handout to students, and briefly review the columns and rows. Divide students into pairs, and make sure they have the space to work through trying out the foundations as directed in the handout.

Online Options

Students could try these activities at home and record their experiences for group or online discussion.

This will work best if you actively lead going through each of the suggested activities individually. Of course, you can do as many or as few as you think advisable for your students. Be sure students know they can rely on their partners to assist them if they need any support with these physical activities. Also be sure students understand that they are only to try these activities at their own level of comfort.

As you go through these activities, give students time after each one to write notes about what this experience was like for them.

Putting it together

Reconvene as a group and lead a group discussion focused on the following questions:



Slide 3

- What was your overall impression of this experience?
- What things were hardest? Easiest?
- Were there any surprises?
- What did you learn about your relationship to these foundations? For example, how much of the foundations can you demonstrate or model for young children?
- What has this experience suggested about your work with young children relating to the physical development domain?

Online Options

Discussion questions could be submitted in written form for review.

Another approach/way

Instead of having all students try out the activities, you could have different pairs demonstrate individual foundations. Then after each demonstration, review the experience with relevant questions selected from the "Putting it together" segment above.

Reflection

The questions in "Putting it together" will provide opportunities for reflection regarding students' connections to these

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foundations.

Handout: Connecting to the Physical Development Foundations By Experiencing Them

Try some or all of the following skills. Do this only with a partner to assist and take turns. Try only what you want to do or know you can do safely.
As you do the skills, discuss the experience with your partner. Note what was easy or challenging or any other reflections about your experience.

Skill	Notes: Was it easy or were there challenges? Other?
Strand: Fundamental Movement Skills	
Substrand*: Balance*	
Stand on one foot for five seconds (holding your partner's hand for support as needed).	
Put a five-foot length of tape on the floor for and walk on it (holding your partner's hand for support as needed).	
Substrand*: Locomotor Skills*	
Walk and stop when your partner says "stop" and go when your partner says "go." Repeat several times.	
Put a book on the floor and do a two-footed jump (holding your partner's hand for support as needed.)	
Try galloping, sliding, hopping, and leaping for short distances (only if it is safe for you to do so).	
Substrand*: Manipulative Skills*	
Bounce a ball and catch it with two hands.	
Draw specific shapes, such as circles, squares, and triangles.	

Skill	Notes: Was it easy or were there challenges? Other?
Strand: Perceptual-Motor Skills and Movement Concepts	
Substrand*: Body Awareness*	
Point to and name 12 body parts	
Substrand*: Spatial Awareness*	
Follow your partner's directions to place a book over/under, in front of/behind, next to, or near/ far from a chair or table	
Substrand*: Directional Awareness*	
Recite "Hokey Pokey" and put your left arm in, right arm out, left foot in, and right foot out.	
String some beads or cut some shapes.	
Strand: Active Physical Play	
Substrand*: Active Participation*	
Talk with your partner about an activity that you participate in, such as walking, yoga, dancing, or biking. If you do not have a practice of active physical activity, talk about one you have done in the past or would like to do in the future.	
Substrand*: Cardiovascular Endurance*	
Talk with your partner about something you did that required moderate or vigorous activity, either recently or something you remember from when you were a child.	
Substrand*: Muscular Strength, Muscular Endurance, and Flexibility*	
Try some bending or easy twisting at the waist and some stretching or big movements with your arms.	

Physical Development:
Connecting to Our Experiences with Physical Activity in Natural Settings

Focus Statement

Students reflect on their own connections to natural settings and discuss the importance of these settings for young children.

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

- Creation of a visual representation
- Pairs work
- Reflection—individual or large group
- Reflective discussion—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
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Learning Environments and Curriculum
- Health, Safety, and Nutrition

Physical Development:
Connecting to Our Experiences with Physical Activity in Natural Settings

Before You Start

The introduction to the physical development domain of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) contains a section entitled "Active Physical Play in The Natural World." This is a discussion of the importance of contact with natural settings and the impact on development. (PLF, V2, p. 38). There are some references cited in this section that would be helpful to read before implementing this learning experience.

Depending on how you choose to do this learning experience, you will need paper for drawing, markers, crayons, colored pencils, brushes and paints, magazines for collage, glue, and any other preferred materials.

Information Delivery

Ask students to read the section "Active Physical Play in The Natural Word" in the introduction to the physical development domain of the *California Preschool Learning Foundations, Volume 2* (p. 38). This can be done before coming to class or during an assigned time in class.

Ask students to work individually or in pairs to pick out one or two key points. Have them share their key points with the whole group. These should be charted so that they can be seen during the rest of the experience.

Active Learning

Getting it started

Ask students to think for a moment about their early experiences in natural settings. This could be neighborhood parks, other small or large parks, beaches, forests, campgrounds, gardens, walking paths, or even a yard near a home with grass, trees, and plants. Ask them to quickly write down several of these experiences or places.

Online Options

Students could list their experiences online or post photographs of their visual representations.

If some students live in highly urbanized environments or can't remember early experiences in natural settings, ask if they have a favorite natural place or one they would like to visit.

Some students who live in rural or remote areas might have trouble distinguishing a particular place, since that is what

surrounds their daily lives. In this case, you might also ask for a favorite place or one that is particularly important to them.

Keeping it going
Next, ask students to choose one of these experiences or places and draw it, paint it, or make a collage that represents it. You might have a student who would like to write a poem about it or use a list of words to describe it. Some students might want to use words and images together in some way. The main point is to produce some kind of representation that can then be discussed with others. Give students 20 or 30 minutes to do this, depending on their level of engagement.

Putting it together
Gather the students in a large group, and ask them to look around at what they and others have created. Emphasize that what is important is not how skilled anyone has been with their creation, but notice the variety and how we connect to natural settings in different ways. Encourage students to ask each other about their experiences and discuss their work.

The following discussion questions help students understand the importance of activity in natural settings to lifelong development.

Online Options

Students could have an online discussion based on the questions in "Putting it together" and "Reflection" or write individual reflection papers based on these questions.


Slides 2-3

- Was it hard to remember your early experiences in natural settings or to think of places you would like to visit or places that are important to you?
- How did it feel when you remembered them?
- What kind of feelings did these places bring up?
- Did you think of these experiences or places with happiness? Fear? Excitement? Contentment? Wonder?
- Did they bring up memories or ideas about other people?
- What does this suggest about the importance of exposing children to natural areas when working with young children?

Reflection


Slide 4

The questions in "Putting it together" are designed to support reflection regarding students' connections to natural settings but could be augmented by asking these additional questions:

- What new insights did you gain in this experience?
- What really stood out for you in this experience?

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- Did this experience suggest anything you want to do in relation to your experiences with natural settings or the experiences of children in your work?

Physical Development:
Piecing Together the Physical Development Domain Content Puzzle

Focus Statement

Students become familiar with the content and structure of the physical development 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
- Observation and Assessment
- 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

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particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation

Physical Development:
Piecing Together the Physical Development Domain Content Puzzle

Before You Start

In this learning experience, students familiarize themselves with the content of the physical development domain. In addition to acquainting students with the specific content of this domain, it 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 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 physical development domain has three strands: Fundamental Movement Skills, Perceptual-Motor Skills and Movement Concepts, and Active Physical Play. Each strand has three substrands; a listing can be found on page 45 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and is provided here for quick reference:



Slides 2-4

Fundamental Movement Skills (Strand)

1.0 Balance (Substrand)

2.0 Locomotor Skills (Substrand)

3.0 Manipulative Skills (Substrand)

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Perceptual-Motor Skills and Movement Concepts (Strand)

1.0 Body Awareness (Substrand)

2.0 Spatial Awareness (Substrand)

3.0 Directional Awareness (Substrand)

Active Physical Play (Strand)

1.0 Active Participation (Substrand)

2.0 Cardiovascular Endurance (Substrand)

3.0 Muscular Strength, Muscular Endurance, and Flexibility (Substrand)

Students should also be familiar with the explanations of the three strands in the Bibliographic Notes (PLF, V2, pp. 58–60) before putting their puzzles together.

This information can be delivered through a lecture or assigned reading prior to class.

Active Learning

Getting it started

Introduce the domain by reviewing the definitions and descriptions of the three strands and their substrands. If you do not have students read the material on pages 58–60 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) prior to class, ask them to do so and note any terms that may be new to them.



Slide 5

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 have acquired 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. 45).

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.

Having students work in pairs or small groups promotes discussion of the content as students determine where each

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foundation goes. Encourage them to discuss their choices and be ready to explain them to others.

Putting it together
Have students 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 a strand to a group of students rather than give all three strands to all groups. Students would then share their completed puzzles with the whole class.

Reflection



Slide 6

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

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

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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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Physical Development Domain Puzzle

Fundamental Movement Skills	
At around 48 months of age	At around 60 months of age
Balance	
Maintain balance while holding still; sometimes may need assistance.	Show increasing balance and control when holding still.
Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.
Locomotor Skills	
Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	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.
Jump for height (up or down) and for distance with beginning competence.	Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.

Fundamental Movement Skills -- *Continued*	
At around 48 months of age	At around 60 months of age
Locomotor Skills -- Continued	
Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.
Manipulative Skills	
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.	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.
Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	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	
At around 48 months of age	At around 60 months of age
Body Awareness	
Demonstrate knowledge of the names of body parts.	Demonstrate knowledge of an increasing number of body parts.
Spatial Awareness	
Use own body as reference point when locating or relating to other people or objects in space.	Use own body, general space, and other people's space when locating or relating to other people or objects in space.
Directional Awareness	
Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	Begin to understand and distinguish between the sides of the body.
Move forward and backward or up and down easily.	Can change directions quickly and accurately.
Can place an object on top of or under something with some accuracy.	Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
Use any two body parts together.	Demonstrate more precision and efficiency during two-handed fine motor activities.

Physical Development:
Demonstrating the Content of the Physical Development Domain

Focus Statement

Students develop an understanding of the skills and concepts described in the physical development foundations by demonstrating the skills or concepts in a game of charades.

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
- Practicum-Field Experience

Instructional Methodologies

- Game – charades
- 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
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion

Physical Development:
Demonstrating the Content of the Physical Development Domain

Before You Start

"Preschool children are developmentally primed and highly motivated to learn and become proficient in new movement skills (Sanders 2002). . . . The goal for preschool children is to develop reasonable proficiency, not expertise, in a wide variety of movement activities" (*California Preschool Learning Foundations, Volume 2*, p. 38). The foundations in the physical development domain describe these fundamental movement and perceptual-motor skills and movement concepts that children can build on and use throughout their lives.

Because the preschool period is an optimal time for children to learn these skills and concepts, it is important for students to have a clear understanding of what these skills and concepts are and look like. Although students may be familiar with the neurological developmental of movement skills (see page 41 of the *California Preschool Learning Foundations, Volume 2* for a brief discussion), many students may not be as aware of the vocabulary and components of fundamental movement skills (such as balance, locomotor skills, and manipulative skills) and perceptual-motor skills and movement concepts (such as body awareness, spatial awareness, directional awareness, and temporal awareness or rhythmic skills) as described in the foundations.

This learning experience provides an opportunity for students to physically demonstrate an understanding of these skills and concepts through a modified game of charades. Handout 1, following this learning experience, has each of the foundations listed and can be cut ahead of time and used for the charade cards. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

As with the learning experience "Connecting to the Foundations in the Physical Development Domain by Experiencing Them," you will need space for students to work in teams and act out the skills and concepts. Also, remind students that safety is a priority, so they should attempt only movements that they feel comfortable and safe in doing. Because the students will be working in teams, encourage them to assist each other as needed (such as providing support for balancing movements).

Information Delivery

Have the students review the foundations either at the beginning of the session or prior to class. Make sure they note the

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differences in each foundation for children at around 48 months of age and at around 60 months of age.

Active Learning

Getting it started

Review the foundations with the class, asking students to note any new or unfamiliar vocabulary or concepts. Ask students to look at some of the examples and ask for additional ones.

If you have done the learning experience "Exploring the Content of the Physical Development Domain Through Vocabulary" in this instructional guide, you can have students refer to the vocabulary lists they developed.

Keeping it going

Depending on the size of your class, ask students to form teams of two to four. Explain that the class is going to play "Physical Development Charades" and explain the directions and rules for the game.

Directions

- Each card has a summary of one the foundations written on it.
- A team draws a card from the stack and has one minute to decide how to act it out as a charade.

  For the purposes of the charades activity, the foundations used are from "At around 60 months of age." Another option is to create charade cards with foundations from "At around 48 months of age."
- The team demonstrates the foundation to the other teams who then try to identify the foundation.
- The team that correctly identifies the foundation gets a point.
- Teams take turn drawing cards and acting out the foundations until all the cards have been drawn.

Rules

- Keep safety in mind when acting out the foundation.
- Students are to do only actions that they feel comfortable and safe in doing.

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- Player cannot make any sounds when acting out the foundation.
- Objects can be used.
- More than one team member can demonstrate the foundation. Students are encouraged to assist each other as needed.
- Decide if there should be a time limit. If no one identifies the foundation within the time limit, the team demonstrating the foundation gets a point.
- Decide on any signals (such as actions similar to hand motions used in charades to indicate a book, movie, or quotation) that can be used either initially or if the guessing teams get stuck. For example, a different signal could be used for each strand and/or substrand.

Because the wording for the foundations is specific and may still be new to students, you may choose to provide all the teams with a handout of the charade cards that has not been cut up. The teams can refer to the handout when making their guesses.

Putting it together
Ask the teams to then post their foundations cards on a piece of chart paper or whiteboard that has the strands and substrands labeled. Have the whole class review the completed chart and come to agreement on the placement of all the foundations. Ask students to refer to the physical development foundations on pages 46–57 of the *California Preschool Learning Foundations, Volume 2* as needed.

Another approach/way
Have the teams take turn drawing cards until all the cards have been drawn before any pantomiming is done. Give the teams 10–15 minutes to prepare how they will demonstrate each of their cards.

Then ask teams to take turns demonstrating one foundation while the others guess.

Reflection


Slide 2

Ask the class to reflect on this learning experience by responding to the following questions:

- What stands out for you from playing “Physical Development Charades”?

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- Which foundations did you find easiest to demonstrate? Which were the most difficult?
- Why do you think it's important for teachers to be able to recognize how children are demonstrating these skills and concepts?
- What will you take from this learning experience to your work with young children?

Deeper Understanding

Some children in preschool programs have physical or visual disabilities, which may make it more difficult for them to practice and acquire the knowledge and skills described in the physical development foundations. It may also be difficult for children with certain disabilities to demonstrate movement skills or their understanding of movement concepts.

Online Options

Students post their strategies for ensuring that children with disabilities have opportunities to demonstrate their acquisition of some of the knowledge and skills described in the physical development foundations.



Slide 3

Ask students to review the introductory sections, examples and footnotes in the foundations, and the bibliographic notes for discussion of physical development and children with disabilities. Students are then to identify five ways that children with disabilities could demonstrate acquisition of a skill or concept described in the physical development foundations. They are to list the kind of disability the child might have and the strategy, including any modifications or supports needed.

Physical Development Charades Cards

Show balance and control when holding still.
Show balance control while moving in different directions and transitioning from one movement or position to another.
Walk with balance, oppositional arm movements, and a narrow base of support (space between feet).
Run with a long stride length and each foot off the ground. Opposition of arms and legs is becoming more consistent.
Jump for height (up or down) and for distance. Use arm swing to aid forward jump.
Demonstrate a variety of locomotor skills such as galloping, sliding, hopping, and leaping.

Physical Development Charades Cards

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.
Show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.
Demonstrate knowledge of body parts.
Use own body or other people's space when locating or relating to other people or objects in space.
Show understanding and ability to distinguish between the sides of the body.
Change directions quickly and accurately.

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Physical Development Charades Cards

Place an object or own body in front of, to the side of, or behind something.
Demonstrate two-handed fine motor activities.
Initiate complex physical activities for a sustained period of time.
Engage in sustained active play that involves the heart, lungs, and vascular system.
Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.

Physical Development:
Exploring the Content of the Physical Development Domain Through Vocabulary

Focus Statement

Students become familiar with the vocabulary and terminology of the physical development foundations by identifying and defining words and terms that have new or unfamiliar meanings in the context of children's physical development and activity.

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
- Note-taking guide or outline
- Pairs or small group work
- Peer review and feedback
- Reflection—individual or large group
- Role playing

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
- Observation, Screening, Assessment, and Documentation
- Health, Safety, and Nutrition
- Professionalism

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Physical Development:
Exploring the Content of the Physical Development Domain Through Vocabulary

Before You Start

Many students will think of children's physical development in terms of gross motor activities or development such as walking, running, jumping, hopping, skipping, throwing, and catching. They may be less familiar with the strands and substrands of physical development as described in the foundations. It is important for students to become familiar with the vocabulary of these strands and substrands so that they understand them and can recognize when a child is demonstrating a particular skill. Students should also be aware of some of the issues related to physical development and activity and the related terminology. Some words are commonly used but may have distinctions that are not generally made. For example, obesity and overweight both describe weight ranges that are greater than what is considered healthy for a certain height, but each reflects a different percentile range of a body mass index and therefore should not be used interchangeably.

You may want to prepare for this learning experience by creating chart paper or handouts for the students by writing a strand on the top of the sheet and then dividing the sheet into rows—one row for each substrand. Each row is then labeled with the name of the substrand. A sample handout 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



Slides 2-4

The three strands and their accompanying substrands are found on page 45 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and listed here for quick reference:

Fundamental Movement Skills (Strand)

- 1.0 Balance (Substrand)
- 2.0 Locomotor Skills (Substrand)
- 3.0 Manipulative Skills (Substrand)

Perceptual-Motor Skills and Movement Concepts (Strand)

- 1.0 Body Awareness (Substrand)
- 2.0 Spatial Awareness (Substrand)

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3.0 Directional Awareness (Substrand)

Active Physical Play (Strand)

1.0 Active participation (Substrand)

2.0 Cardiovascular Endurance (Substrand)

3.0 Muscular Strength, Muscular Endurance, and Flexibility (Substrand)

Active Learning

Getting it started

You may have students do this learning experience individually, in pairs, or in small groups. Each student or group of students can do all the strands and substrands, or you can assign specific strands/substrands to them.



Slide 5

Ask students to review their assigned strand(s) and substrand(s) and, using the handout, make a list of the words that are new or unfamiliar to them in the context of children's physical development. Encourage them to include words that they are not sure of; they do not need to know the definitions of the words they choose. If students are working in groups, have them include words that are new or unfamiliar to even just one or two members of the group. The purpose is to generate a list of new or unfamiliar vocabulary.

Keeping it going

If students do all the strands, have them share their lists to see if there are additional words they want to add. If students work on assigned strands, have the other groups review and add words to the lists. This could be done as a carousel activity in which each group posts its list on the wall and then the other groups rotate around the room and add words to each list.

Putting it together

Then ask students to write definitions by the words on their lists. If students are working in groups, encourage them to ask each other for clarification and help each other come up with succinct definitions. They can use the glossary on pages 61–63 of the *California Preschool Learning Foundations, Volume 2* for assistance as needed.

Online Options

Students develop their own lists of new and unfamiliar terms and write definitions for these words. They then post their lists online and compare lists.

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Taking it further

Point out to students that parents also may not be familiar with some of the terms and concepts related to children's physical development. Have students form pairs and develop a scenario in which a teacher is describing to a parent what his child is doing in areas of physical development. The students are to include some of the terms from the vocabulary lists and define the terms for the parent while sharing what the child is doing. You may choose to assign a substrand to each pair or let students choose their own. In either case, make sure all substrands are covered.

Then ask students to role-play their scenarios. After all the teams have presented, close the session with a discussion that could include the following questions:



Slide 6

- What stands out for you from these scenarios?
- Which terms were easy to define? Which ones were more difficult?
- Why do you think it's important to share this terminology with parents?
- What are ways you might share this information with parents?

Another approach/way

After students have developed individual lists of terms, you can ask the students to post their terms on chart paper or a white board and generate a full class list (similar to a vocabulary wall). Then you can define the words as a full class discussion.

If you have individual students or groups of students create vocabulary lists of different strands/substrands, have them exchange their lists and write the definitions. Students can then share lists so all students have a complete list for the domain.

Reflection

After the students have completed their lists, ask them to respond to the following questions:



Slides 7-8

- Which words were new or unfamiliar to you?
- Which words had a definition that was different from how you define or use them?

Online Options

After comparing lists, students can respond to each of the reflection questions in an online discussion.

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- Which terms describe behaviors that will be easy for you to observe in children? Which ones will be more difficult to observe?
- Why do you think it's important for teachers to understand this physical development vocabulary?
- How can you become more familiar with words that were new to you in your work with children?

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Vocabulary of the Physical Development Domain

Fundamental Movement Skills		
Substrand	**Word**	**Definition**
Balance		
Locomotor Skills		
Manipulative Skills		

Perceptual-Motor Skills and Movement Concepts		
Substrand	**Word**	**Definition**
Body Awareness		
Spatial Awareness		
Directional Awareness		

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Active Physical Play		
Substrand	**Word**	**Definition**
Active Participation		
Cardiovascular Endurance		
Muscular Strength, Muscular Endurance, and Flexibility		

Physical Development:
Exploring the Research and Rationale for the Physical Development Domain

Focus Statement

Students become familiar with some of the research base for the physical development domain by reviewing introductory and bibliographic material related to specific topics around children's physical development.

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

- Literature review
- Note-taking outline or guide
- Presentation
- Reflection—individual or large group
- Short 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
- Health, Safety, and Nutrition
- Professionalism
- Administration and Supervision

Physical Development:
Exploring the Research and Rationale for the Physical Development Domain

Before You Start

Having students become familiar with some of the research base and rationale for the physical development foundations will help students increase their understanding of the importance of physical activity and physical development in the preschool years and the role of preschool programs. Students need to be aware of the many ways teachers can support children's overall development in the preschool years through well-planned physical activities and experiences.

Some students may believe that young children's physical development is solely a naturally occurring neuromotor process that does not require much intentional teaching. However, the research points out that there are many aspects to children's physical development:

- What actually are foundational movement skills and concepts
- The important role of physical development and activity in children's long-term health
- The links between physical development and children's development in other areas such as cognitive and social-emotional
- The relationship of children's physical play and the natural world
- The influence of families and culture on children's physical development
- What teachers should know about developmentally appropriate activities that support children's physical activity and development

In this learning experience, several topics are suggested for students to research. However, you may wish to identify your own topics or have students come up with their own based on some initial reading of the physical development chapter of the *California Preschool Learning Foundations, Volume 2*.

Information Delivery

The following sections from the *California Preschool Learning Foundations, Volume 2* (PLF, V2) will be used in this learning experience:

- Introductory material (pp. 37–45)

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- Bibliographic Notes (pp. 58–60)
- References and Source Materials (pp. 64–69)

You may have students read these sections before class or provide time for them to do so.

Active Learning

Getting it started

Begin by having students review the introductory material and bibliographic notes and ask them to pull out key points related to one of the following topics:



Slide 2

- Sequential development of fundamental movement skills
- Importance of movement and physical play and activity
- Relationship of physical activity and health
- Relationship of physical activity and academic performance
- Importance of adult instruction in children's development of physical skills
- Relationship of children's physical play and social-emotional development
- Physical development and children with disabilities

Online Options

Individual students could be assigned to list the key points from introductory material and the bibliographic notes on one of the seven topics. Students would then post their notes online.

Keeping it going



Slide 3

Students next choose one topic and select one research study for their chosen topic. They can use a reference listed in the introductory material, bibliographic notes, or references and source materials in the *California Preschool Learning Foundations, Volume 2* (pp. 37–44, 58–60, 64–69).

Putting it together

Students are then to write a short paper that describes the research and findings and which foundations are addressed through the research.

Taking it further

Ask students who chose the same topic to form a group and share their papers. They then summarize their papers in one document that includes this information:

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Slide 4

- Listing and overview of the research articles
- Summary of the findings
- Discussion of how the findings relate to specific foundations

These papers can then be shared with the whole class.

Another approach/way
Instead of students initially preparing individual papers and then consolidating their findings, you could have students begin by forming small groups and selecting a topic for further study. They then prepare a joint paper on the topic to share with the other students. If you choose this approach, you may want to make sure that each group selects a different topic.

You may also choose to have students prepare some kind of classroom presentation instead of writing papers.

Reflection

Conclude this learning experience by having students respond to these questions individually, such as through reflective journals, or in a class discussion:


Slides 5-6

- What key finding from the research really caught your attention?
- What were some new insights you gained?
- Which studies or findings did you find most relevant to your understanding of the foundations?

Online Options

Students could post their papers online and then respond to the reflection questions in an online discussion.

- How did a finding challenge or affirm your beliefs?
- What question(s) did the research raise for you?
- What is a next step you will do in answering this question?

Deeper Understanding

Depending on students' experience with and exposure to research studies, you could ask students to do a more comprehensive literature review on their chosen topic. They could then develop a paper or presentation that includes the following elements:

- Overview of the research
- Summary of findings, key points, and recommendations from



Slide 7

the studies

- How the research relates to particular foundations
- Possible implications for practice—ways that preschool teachers can support children's acquisition of the knowledge and skills described in the physical development foundations

Physical Development:
Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Focus Statement

Students become familiar with the California Department of Education's *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (2006) and explore their relationship to the physical development 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
- Lecture
- Pairs or small group work
- Peer review and feedback
- Reflection paper
- Reflective discussion—large group

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- 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
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

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Physical Development:
Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Before You Start

In this learning experience, students are introduced to the California Department of Education's *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (2006). 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 physical development.

Students will be reviewing the content standards for this learning experience, so you may want to remind students that they can download the standards from the California Department of Education's Web site (www.cde.ca.gov/be/st/ss/).

Handout 1, following this learning experience, is a sample of a grid that students can use when determining relationships between the standards and the foundations. 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 physical development domain foundations in the *California Preschool Learning Foundations, Volume 2* and the *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (2006).



Slides 2-7

The following is a summary of the five overarching model content standards for kindergarten (as well as the other elementary grades and middle school) and the concepts and skills for each standard:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
    - Movement Concepts
    - Body Management
    - Locomotor Movement
    - Manipulative Skills

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- Rhythmic Skills

2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
    - Movement Concepts
    - Body Management
    - Locomotor Movement
    - Manipulative Skills
3. Students assess and maintain a level of physical fitness to improve health and performance.
    - Fitness Concepts
    - Aerobic Capacity
    - Muscular Strength/Endurance
    - Flexibility
    - Body Composition
    - Assessment
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
    - Fitness Concepts
    - Aerobic Capacity
    - Muscular Strength/Endurance
    - Flexibility
    - Body Composition
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
    - Self-Responsibility
    - Social Interaction
    - Group Dynamics

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This information can be reviewed prior to or during class, and can be presented as a lecture or through assigned reading.

Active Learning

Getting it started
Have students review the kindergarten content standards (pp. 1–4) of the *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve*.


Slide 8

Keeping it going
Have the students compare the standards with the physical development strands, substrands, and foundations and note where there are connections. They can do this by marking an X in the Handout 1 grid where they see a link. They can also write a few explanatory notes in the grid boxes. Students could do this comparison individually or in pairs or small groups. Depending on the size of your class and the amount of time allotted for this learning experience, you may choose to assign specific combinations of foundations and standards to individual or groups of students.

Putting it together
If students have worked in groups, have the groups 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.

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.

Online Options

Students could post their completed grids online for review by their classmates and conduct an online discussion of the reflection questions.

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

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


Slides 9-10

- What are the purposes of the preschool learning foundations and the kindergarten content standards?
- Where do you see similarities and differences between the physical development foundations and the physical

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education model 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 physical development foundations and the kindergarten physical education model content standards in their classroom practices?

Deeper Understanding



Slide 11

The *California Preschool Learning Foundations, Volume 2* cites the recommendations for physical activity by the National Association for Sport and Physical Education (NASPE) as the current best practice for preschool programs. NASPE has developed national standards and guidelines as well as position statements related to physical activity, physical education, and professional development and conduct.

The following are a few of the position statements on the NASPE Web site (http://www.aahperd.org/naspe/):

- Physical Education is Critical to Educating the Whole Child
- Looking at Physical Education from a Developmental Perspective: A Guide to Teaching
- Comprehensive School Physical Activity Programs

NASPE also has published the second edition of *Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2nd Edition*. A summary of the guidelines for infants, toddlers, and preschoolers are on the Web site description of the publication.

The summary can be accessed by going to http://www.aahperd.org/naspe/standards/nationalGuidelines/ and then clicking on "Physical Activity Guidelines – learn more." Next click on the "learn more" link for *Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2nd Edition*.

A position statement titled "Appropriate Practices in Movement Programs for Young Children Ages 3–5" is also available for download by members of the American Alliance for Health, Physical Education, Recreation and Dance (http://www.aahperd.org/naspe/standards/nationalGuidelines/

	Appracticedoc.cfm). Ask students to review one or more documents from NASPE and prepare a presentation or write a paper that relates key points from the document to the physical development foundations or the kindergarten content standards.	

Physical Development Domain: Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development
Handout 1 – Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Kindergarten Content Standard →		Strand/Substrand										
		Fundamental Movement Skills			Perceptual-Motor Skills and Movement Concepts			Active Physical Play				
1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.		Balance	Locomotor skills	Manipulative skills	Body Awareness	Spatial Awareness	Directional Awareness	Active Participation	Cardiovascular Endurance	Muscular Strength, Muscular Endurance and Flexibility		
	Movement Concepts											
	Body Management											
	Locomotor Movement											
	Manipulative Skills											
	Rhythmic Skills											

Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Kindergarten Content Standard →		Strand/Substrand									
		Fundamental Movement Skills			Perceptual-Motor Skills and Movement Concepts			Active Physical Play			
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities		Balance	Locomotor skills	Manipulative skills	Body Awareness	Spatial Awareness	Directional Awareness	Active Participation	Cardiovascular Endurance	Muscular Strength, Muscular Endurance and Flexibility	
Movement Concepts											
Body Management											
Locomotor Movement											
Manipulative Skills											

Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Kindergarten Content Standard →	Strand/Substrand: Fundamental Movement Skills: Balance	Locomotor skills	Manipulative skills	Perceptual-Motor Skills and Movement Concepts: Body Awareness	Spatial Awareness	Directional Awareness	Active Physical Play: Active Participation	Cardiovascular Endurance	Muscular Strength, Muscular Endurance and Flexibility
3. Students assess and maintain a level of physical fitness to improve health and performance.									
Fitness Concepts									
Aerobic Capacity									
Muscular Strength/ Endurance									
Flexibility									
Body Composition									
Assessment									

Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Kindergarten Content Standard →		Strand/Substrand: Fundamental Movement Skills: Balance	Fundamental Movement Skills: Locomotor skills	Fundamental Movement Skills: Manipulative skills	Perceptual-Motor Skills and Movement Concepts: Body Awareness	Perceptual-Motor Skills and Movement Concepts: Spatial Awareness	Perceptual-Motor Skills and Movement Concepts: Directional Awareness	Active Physical Play: Active Participation	Active Physical Play: Cardiovascular Endurance	Active Physical Play: Muscular Strength, Muscular Endurance and Flexibility
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	Fitness Concepts									
	Aerobic Capacity									
	Muscular Strength/ Endurance									
	Flexibility									
	Body Composition									

Linking Preschool Learning Foundations and the Kindergarten Content Standards Related to Physical Development

Kindergarten Content Standard →	Strand/Substrand										
	Fundamental Movement Skills			Perceptual-Motor Skills and Movement Concepts			Active Physical Play				
	Balance	Locomotor skills	Manipulative skills	Body Awareness	Spatial Awareness	Directional Awareness	Active Participation	Cardiovascular Endurance	Muscular Strength, Muscular Endurance and Flexibility
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.									
Self-Responsibility									
Social Interaction									
Group Dynamics									

Physical Development:
Exploring the Impact of Family and Community on Children's Physical Development

Focus Statement

Students identify and consider a variety of family beliefs, values, practices, and circumstances that relate to children's physical development and physical activity by brainstorming and discussing opportunities, supports, and challenges for children to participate in or observe different kinds of physical activity.

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

- Brainstorming—individual or small group
- Class discussion
- Pairs or small group work
- Personal reflection
- Reflection—individual or large group

California Early Childhood Educator Competency Areas to Consider

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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
- Health, Safety, and Nutrition
- Professionalism

Physical Development:
Exploring the Impact of Family and Community on Children's Physical Development

Before You Start

Students may not always consider children's physical development as an area in which much instruction is needed. The following statement from the introduction to the physical development domain describes this belief: "Physical development is often thought of as something that happens naturally when children receive adequate nutrition and the opportunity for active physical play" (*California Preschool Learning Foundations, Volume 2*, p. 37). The introduction further states, " . . . many children may never fully develop their physical skills without adult encouragement and instruction" (*California Preschool Learning Foundations, Volume 2*, p. 37). Thus, opportunities for children to engage in active physical play are not in themselves always enough.

Also, opportunities for physical play may be limited for some children because of unsafe outdoor environments, limited access to indoor recreational facilities such as gyms and recreation centers, limited time allotted for play at school and/or home, and parents' own interests and background in physical activity. Parents' beliefs and values around physical play may also impact how much children are encouraged and allowed to engage in physical activity. For example, some families may see activities such as looking at books or learning to use a computer or other electronic device as more important and valuable.

However, physical development and activity are an important part of young children's development. "Physical development and physical activity play an important role in health through a child's life span. In particular, being physically active protects against cardiovascular disease, diabetes, and obesity. It also contributes to mental health and psychological well-being" (*California Preschool Learning Foundations, Volume 2*, p. 37).

Understanding how family, community, and cultural factors impact children's attitudes about physical activity as well as their opportunities for physical play will help students support children's physical development in the preschool setting.

Information Delivery

Have the students review the foundations either at the beginning of the session or prior to class. Make sure they note the differences in each foundation for children at around 48 months of age and at around 60 months of age.

Active Learning

Getting it started

Ask students to brainstorm a list of ways children can learn and develop balance, locomotor skills, manipulative skills, body awareness, spatial awareness, directional awareness, cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Students can create their lists individually or in pairs or small groups.

Keeping it going

Then develop a class list by having each student, pair, or small group share one idea. Chart these ideas so that all students can easily see the list. Continue to have students take turns contributing a new idea to the list until all their ideas are shared.

Online Options

If you have document-sharing capability, you could have students add their brainstorming ideas to an online list and highlight those that can be done at home or in the community.

Putting it together

Next read each idea on the list and put a symbol, such as an asterisk or star, by each activity idea that could be done in the children's homes or communities.

Taking it further

Review the things that can be done at home or in the community and ask students to think of things that support each activity. It would be helpful to also chart these supports. The following are some examples that students may share:



Slides 2-3

- Parents value physical activity.
- Parents enjoy and engage in and model physical activity.
- Parents have time to take children to parks/playgrounds where they can engage in physical play and try out new skills and equipment.
- Parents have the financial resources to take children to sporting events.
- There are safe areas for children to play outside every day.
- Family events include physical activities.
- The family's culture includes activities that involve physical skill and activity.
- Parents provide simple age-appropriate equipment for

children to use.

Next ask students to think of things that may be barriers. Examples might include the opposite of some of the supports as well as others:

Online Options

Then have students create another shared document in which they list supports and barriers.



Slides 4-5

- Parents don't place a priority on physical activity.
- Children do not see family members and friends engaging in physical activities.
- Parents/caregivers do not take children to parks/playgrounds/other places to engage in physical play.
- Safe outdoor play areas are not easily accessible to families.
- Children have few opportunities to play outside every day because of school, child care, and/or transportation schedules.
- Children are encouraged to do more sedentary activities.
- Children have limited access to age-appropriate equipment such as balls, swings, climbing equipment, riding toys, and so on.
- The costs of taking children to sporting events are prohibitive.
- The costs associated with children participating in physical activities or taking sports or dance lessons are prohibitive.

Another approach/way

You may choose to have students reflect on their own experiences with physical activity when they were children or, if they are currently working with young children, physical activities they have observed young children engaged in. They can use these examples to generate the lists described in "Getting it started." Ask students to try to think of a wide range of activities that support the development of balance, locomotor skills, manipulative skills, body awareness, spatial awareness, directional awareness, cardiovascular endurance, muscular strength, muscular endurance, and flexibility.

Reflection

Have the class reflect on this learning experience by responding to the following questions:

- What activities on the list surprised you?

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Slide 6

- Which activities do you think are easiest for children and families in your community to do? Which ones are more difficult for them to do?
- Why is it important to consider family and community beliefs, values, practices, and circumstances when thinking about children's physical development and activity?
- What is a key message from this learning experience that you will remember when using the physical development foundations in your teaching?

Physical Development:
Communicating Understanding of the Physical Development Domain in the Contexts of Family and Culture

Focus Statement

Students explore ways to communicate with families about the role of families in their children's physical development.

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

- Creation of a visual representation
- Interviews of parents
- Peer review and feedback
- 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
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Health, Safety, and Nutrition
- Professionalism

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Physical Development:
Communicating Understanding of the Physical Development Domain in the Contexts of Family and Culture

Before You Start

It is important for students to understand that there are many factors contributing to young children's physical development and the amount of physical activity they do. The role of families is one of these factors. The diverse cultures of California's families lead to varied beliefs, understandings, and expectations held by families about the importance of physical activity, the links between physical development and other areas of children's development, and the parents' involvement in their children's active physical play.

In addition, family circumstances may impact the kind and amount of physical activity that children engage in at home and in their community. "Some parents may not have the time to supervise children in active outdoor play, provide instruction, or model fundamental movement skills" (*California Preschool Learning Foundations, Volume 2*, p. 39). Some families' economic resources may also limit the options for physical activity available to children.

This learning experience may also raise some sensitive issues or memories for some students in your class. It may be helpful to preface any discussions with the reminder that increased understanding of families' different belief systems and practices around children's physical development will help students come up with diverse approaches for partnering with families in supporting children's acquisition of the knowledge and skills described in the physical development foundations.

Information Delivery

Have the students review the foundations either at the beginning of the session or prior to class. Make sure they note the differences in each foundation for children at around 48 months of age and at around 60 months of age.

Students also should be familiar with the key concepts in the introductory material to the physical development foundations of the *California Preschool Learning Foundations, Volume 2* (PLF, V2, pp. 37–45).

Active Learning

Getting it started
Review the foundations with the class, asking students to note

any new or unfamiliar vocabulary, concepts, or skills. It may be helpful to ask for volunteers to demonstrate some of the skills that may need clarification

If you have done the learning experience "Exploring the Content of the Physical Development Domain Through Vocabulary," you can have students refer to the vocabulary lists they developed for reminders.

If you have done the learning experience "Demonstrating the Content of the Physical Development Domain" or "Connecting to the Foundations in the Physical Development Domain by Experiencing Them," students may already have a good understanding of the skills.

Keeping it going

Explain to students that they are to create a pamphlet that explains the foundations to parents. The pamphlet should convey a message about the importance of children's physical development and physical activity as well as descriptions or explanations of the knowledge and skills at the substrand or foundation level. Encourage students to be creative and think about all the families in their community. How can the pamphlets reflect the linguistic, cultural, and economic diversity of the families? You may choose to have students develop their pamphlets individually, in pairs, or in small groups.

Putting it together

Have students share their pamphlets with other members of the class. Depending on the number of pamphlets developed, students may not have the opportunity to review all the pamphlets. For example, if small groups developed the pamphlets, you could have two groups exchange their pamphlets. If students did the pamphlets individually, you could have a group of two to four students share their pamphlets. Ask students to identify three elements to praise and one recommendation for each pamphlet.

Online Options

Students could post their pamphlets online and then have an online class discussion using the reflection questions.

Taking it further

Ask students to share their pamphlet with parents of preschoolers and ask the parents for feedback. Students could use the following questions:

- What in the pamphlet stands out to you?

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Slide 2

- What do you like about the pamphlet?
- What key messages are you taking away from the pamphlet?
- What parts of the pamphlet are not as clear?
- What are some recommendations for improving the pamphlet?

Reflection

Have the class reflect on this learning experience by responding to the following questions:



Slide 3

- What words or images do you remember from the pamphlets?
- Where did you see examples of linguistic, cultural, and economic considerations in the pamphlets?
- What did you learn from developing this pamphlet about discussing young children's physical development and activity with parents?
- What would you do differently?

Physical Development:
Exploring Examples of the Physical Development Domain

Focus Statement

Students explore the examples of the foundations in this domain by first relating to what they have seen children do and then by engaging in observation to look for examples of the foundations in action. Experiences are designed to help students understand that the examples in the foundations are not criteria and that children will demonstrate the foundations in many settings and ways.

Student Learning Outcomes

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
- Observation
- Pairs work
- Reflection—individual or large group
- Video observation

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
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition

Physical Development:
Exploring Examples of the Physical Development Domain

Before You Start

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

Become familiar, yourself, with the examples of children's physical development in this domain. Also recognize the importance of helping students understand that the examples provided in the *California Preschool Learning Foundations, Volume 2* 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.

Two handouts are provided with this learning experience: Handout 1 has the summary of the physical development 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.

Active Learning

Getting it started

Ask students to spend some time examining the examples provided for each of the foundations in the physical development domain. Depending on the size of your class or your preferences for work groups, assign strands or substrands to pairs of students.

Ask the students to work in pairs to read through the examples for their assigned strand or substrand and discover examples that they have seen or heard in young children and write them down.

Then you might also ask if they have seen or heard, or can think of, other ways in which children might demonstrate each foundation in their strand or substrand and write those down as well.

As students identify and list examples, suggest that they pay particular attention to the pattern of substrands across the

strands in the domains in the *California Preschool Learning Foundations, Volume 2* (PLF, V2). It might make it easier to process and internalize these foundations once they are familiar with the consistencies in the domains.

Then reconvene the students into a large group and ask for observations on the process they just went through. Ask students, "What did you learn about these foundations and the examples?"

Keeping it going

To extend this understanding, ask students to build an example bank for the physical development foundations. Through observing children in preschool settings, they will discover examples of the foundations that might not be found in the PLF, V2.

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. Assign the students, in pairs or individually, to specific strands as the focus for their observations.

Provide them with a list of the physical development domain foundations (see Handout 1), and the "Observational Guide" (Handout 2) included with 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.

The focus 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 activities and 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.

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

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paper so that the entire class can see them. Be sure the examples are arranged by the strands or substrands that were observed.

Online Options

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

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 2-3

- Is there anything you particularly noticed about all the examples?
- Were there some areas or activities in the classroom where it was difficult to see these foundations in action?
- Were there some areas where it was easy?
- Were some strands easier to see than others? Which ones? Why?
- 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 could also be responded to in an online format.

Be sure that the examples are collected and made available as a resource to students.

Another approach/way

Building example banks could also be done using video. Or, before students do this as an observation assignment, you might want to practice these observations with some video of children in early care and education settings.

Consider using videos you already might have or the California Department of Education, Child Development Division's DVD *A World Full of Language*. There are several examples in this video of music and movement with children.

Here again, you might assign students individually or in pairs to a strand. Have them use the same handouts, provided for this learning experience, that they would use in observing children in early care and education settings.

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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Observational Guide

(Page 1 of 3)

***Strand*: Fundamental Movement Skills** **Substrand: Balance** Setting:
Examples:
***Strand*: Fundamental Movement Skills** **Substrand: Locomotor Skills** Setting:
Examples:
***Strand*: Fundamental Movement Skills** **Substrand: Manipulative Skills** Setting:
Examples:

Observational Guide

(Page 2 of 3)

***Strand*: Perceptual –Motor Skills and Movement Concepts** **Substrand: Body Awareness** Setting:
Examples:
***Strand*: Perceptual –Motor Skills and Movement Concepts** **Substrand: Spatial Awareness** Setting:
Examples:
***Strand*: Perceptual –Motor Skills and Movement Concepts** **Substrand: Directional Awareness** Setting:
Examples:

Observational Guide

(Page 3 of 3)

***Strand*: Active Physical Play** **Substrand: Active Participation** Setting:
Examples:
***Strand*: Active Physical Play** **Substrand: Cardovascular Endurance** Setting:
Examples:
***Strand*: Active Physical Play** **Substrand: Muscular Strength, Muscular Endurance, and Flexibility** Setting:
Examples:

Physical Development:
Physical Development in the Early Care and Education Setting: Exploring Images

Focus Statement

Students find visual images, such as photographs or magazine pictures, of children demonstrating the skills of the physical development foundations and relate them to interest areas in early care and education settings.

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
- Practicum-Field Experience

Instructional Methodologies

- Creation of a visual representation
- Pairs work
- Reflection—individual or large group
- Reflective discussion—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
- Culture, Diversity, and Equity
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum

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Physical Development:
Physical Development in the Early Care and Education Setting: Exploring Images

Before You Start

Students will be working with photographs that provide examples of children demonstrating the foundations of the physical development domain. Be sure that students have appropriate parental authorization for any photographs of young children that are shared in class.

This learning experience will be most successful if students are familiar with the foundations in this domain. The learning experience in this instructional guide titled "Piecing Together the Physical Development Domain Content Puzzle" is designed to do that.

This learning experience will unfold over at least two class sessions or as much time as is appropriate for your class. It could be done over an entire semester.

In the first session, students review the foundations in this domain and are introduced to the interest areas that are described in the *California Preschool Curriculum Framework, Volume 1* on page 15. They then find photographs or magazine or online images of children in these interest areas that demonstrate foundations that might be seen in these areas.

Before the second class, prepare a chart paper, labeled for each interest area, that can be used to display the images the students found related to the foundations in that interest area.

Information Delivery

Review the strands, substrands, and foundations for the physical development domain. This can be done by taking turns reading them aloud or having students take turns reading them to each other in pairs. They are summarized in the *California Preschool Learning Foundations, Volume 2* (PLF, V2) Appendix on pages 108–110.



Slide 2

Students also will be working with the interest areas to support children's play that are listed in the *California Preschool Curriculum Framework, Volume 1*. These are on page 15 of the framework and listed here for reference:

- Dramatic play area
- Block area

- Art area
- Book area
- Writing area
- Math area
- Science area

Active Learning

Getting it started
Let students know that they will be working with images that relate to the foundations in the physical development domain. Students will be assigned to find images that reflect physical development foundations as they might be seen in each of the interest areas.

There are several ways you can assign students to find images. They can do this individually or in pairs. Each student or pair could be assigned to one substrand and all interest areas or one substrand and selected areas.

You can ask students to bring in a certain number of images, such as five for each area or substrand they are working with. This will encourage students to observe carefully and be selective in their images.

Students might be inclined to focus on one type of physical development in some areas, such as manipulative skills, but encourage them to watch for other kinds of movement and perceptual-motor skills as well.

Keeping it going
When students return with their images and/or photographs, have them tape them to the chart paper for the appropriate interest area. Ask them to identify the foundation that is being demonstrated and write it beneath or next to the image. You can also do this with Post-it® notes.Try to do this in a way that creates a collage of images.

Online Options

Students could post the photographs or images they find online for review by the whole class. They could then have an online discussion using the questions in "Putting it together." If possible, create a collage of online images.

Give students time to walk around to view the images.

Putting it together
Review the results by leading a discussion using the following questions:

- What are your general impressions of the results?

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Slides 3-4

- Are you surprised by anything?
- Where are there many images and where are there fewer?
- Which foundations are represented the most? Which the least?
- Of those that are represented the least, in what other areas or times in the curriculum could you expect to find them?
- What does this suggest about your observation of the foundations in the physical development domain in your current or future work?

Taking it further
This could continue to be developed as a long-term collage-creating experience. It could last over several weeks or longer. If, after reviewing the images in the first session, there are some foundations that are not well represented, try brainstorming where those might be seen. Then ask students to work on finding images for those foundations.

Reflection

The following questions can be used to guide students' reflection on this learning experience:


Slide 5

- What stood out for you in this experience?
- What insights did you gain?
- Are there ways in which this will influence your work with young children now or in the future?

Physical Development:
Exploring the Relationships of the Foundations in the Physical Development Domain to Foundations in Other Domains

Focus Statement

Students explore the relationships between strands in the physical development domain and strands 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

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

Instructional Methodologies

- Pairs or small group work
- Reflection—individual or large group
- Reflective discussion—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
- Culture, Diversity, and Equity
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum

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Physical Development:
Exploring the Relationships of the Foundations in the Physical Development Domain to Foundations in Other Domains

Before You Start

This learning experience will explore relations across domains where the physical development 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 health 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 physical development 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 physical development domain and the English-language development domain is explored in a separate learning experience, titled **"**Exploring English-language Development in the Physical Development 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.

You will need a copy of the *California Preschool Learning Foundations, Volume 1* and the *California Preschool Curriculum Framework, Volume 1* for this learning experience.

Information Delivery

Before class, assign students to read the physical development domain on pages 37-69 from the *California Preschool Learning Foundations, Volume 2*. Be sure they read the introduction and the bibliographic notes and understand the strands, substrands, and foundations and structure of the

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substrands. 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 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 strands of the physical development domain 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 physical development 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 physical development domain to each pair. Then assign each pair to one of the other domains in the PLF, V2: health 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 physical development strand and consider what foundations in their assigned domain would support or be required for development of skills in their assigned strand. For example, how would injury prevention be related to body awareness, or how could music skills be related to locomotor skills?

After the students have worked on their strands for a while, if you have the time you can rotate the strands of the physical development 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



Slide 3

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 in writing to questions online.

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- 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

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 physical development 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 health. 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 physical development domain and 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 today?
- Where were there challenges for you?
- Is there further information you need to strengthen your understanding of these relationships?
- If so, how can you find that information?

Looking for Relationships Across Domains: Physical Development and Visual and Performing Arts

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

Physical Development Strands ↓	**Visual and Performing Arts Domain: *Visual Art*** • Notice, Respond, and Engage • Develop Skills in Visual Art • Create, Invent, and Express Through Visual Art	**Visual and Performing Arts Domain: *Music*** • Notice, Respond, and Engage • Develop Skills in Music • Create, Invent, and Express Through Music	**Visual and Performing Arts Domain: *Drama*** • Notice, Respond, and Engage • Develop Skills to Create, Invent, and Express Through Drama	**Visual and Performing Arts Domain: *Dance*** • Notice, Respond, and Engage • Develop Skills in Dance • Create, Invent, and Express Through Dance
Fundamental Movement Skills				
Perceptual-Motor Skills and Movement Concepts				
Active Physical Play				

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?

Physical Development Strands ↓	**Health Domain: *Health Habits*** • Basic Hygiene • Oral Health • Knowledge of Wellness • Sun Safety	**Health Domain: *Safety*** • Injury Prevention	**Health Domain: *Nutrition*** • Nutrition Knowledge • Nutrition Choices • Self-Regulation of Eating
Fundamental Movement Skills			
Perceptual-Motor Skills and Movement Concepts			
Active Physical Play			

May be duplicated for educational purposes only.

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

Focus Statement

Students develop critical vocabulary words or phrases for focus and emphasis as they consider supporting development in the physical development 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
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Pairs or small group work
- Reflection—individual or large group
- Reflective discussion—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
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum

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

Before You Start

Students will be looking for ways to support children learning English as they develop skills in the physical development domain. 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 Family and Community on Children's Physical Development" and "Communicating Understanding of the Physical Development Domain in the Contexts of Family and Culture" that can help students increase their capacity to recognize and work with different home practices in the physical development domain. You might want to do those prior to this learning experience or in tandem with it.

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.

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.



Slide 2

In class or online provide descriptions of the levels of the English-language development domain. The following statements are derived from the descriptions on pages 107–108:

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 are supported in their development relating to the physical development domain. This will frequently 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 the Fundamental Movement Skills strand, the Perceptual-Motor Skills and Movement Concepts strand, or the Active Physical Play strand. 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 108 –110.



Slide 3

Using Handout 1 provided with this learning experience, let students know that they will be thinking of critical vocabulary in the physical development 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 physical development 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.

Handout 1 directs 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 balancing foundations 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

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:

Online Options

Questions could be answered online and submitted for review.

- Where did you find this relatively easy to do?
- Where was it challenging?
- Did you discover foundations where modeling a skill seemed to be as important as vocabulary?
- What does this suggest about working through the physical development foundations with young children who are English learners?

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 at each level 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 4

- 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 Fundamental Movement Skills 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: Balance			
Substrand: Locomotor skills			
Substrand: Manipulative Skills			

Developing Vocabulary in the Perceptual-Motor Skills and Movement Concepts 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: Body Awareness			
Substrand: Spatial Awareness			
Substrand: Directional Awareness			

Developing Vocabulary in the Active Physical Play 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: Active Participation			
Substrand: Cardiovascular Endurance			
Substrand: Muscular Strength, Muscular Endurance, and Flexibility			

CDE/ECE Faculty Initiative Project Instructional Guide

California Preschool Learning Foundations, Volume 2 (2010)



Health Domain

May be duplicated for educational purposes only.

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.

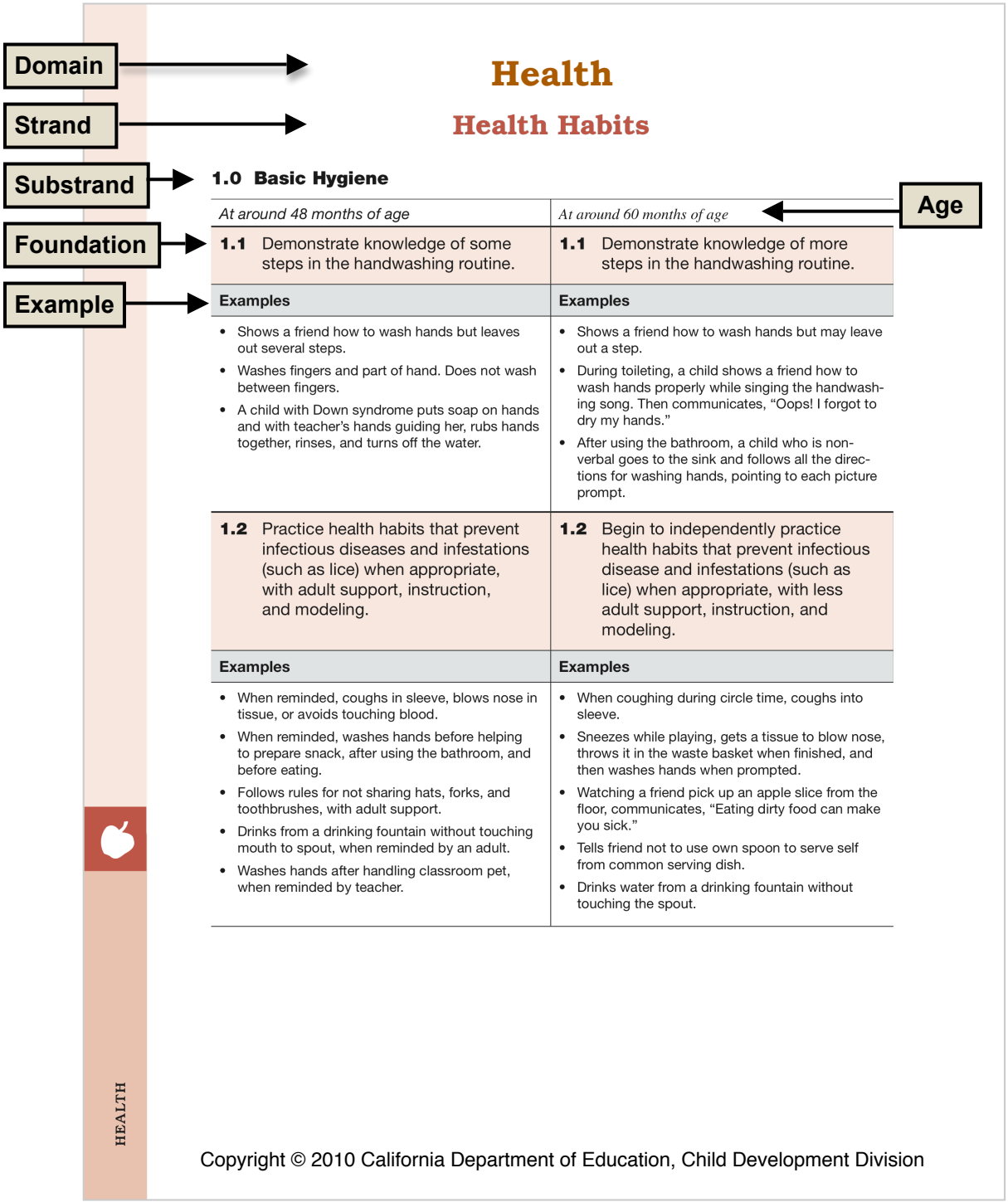
Additional Thoughts

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.

Map of the Foundations



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

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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

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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
- 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

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?

- 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

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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*

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(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

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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

(Page 5 of 10)

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							

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							

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

(Page 7 of 10)

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, 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

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



Slide 6

- 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

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


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.

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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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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

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
- Interviews
- Lecture
- Observation
- 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

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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
- 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



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.

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

Online Options

Provide background information online.

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			

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	**Visual and Performing Arts**
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 6 • Learning Experience 7 • Learning Experience 9 • Learning Experience 12
Analyze how cultural, economic, political, historical contexts affect children's development.	• Learning Experience 10
Compare and contrast various theoretical frameworks that relate to the study of human development.	• Learning Experience 5
Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.	
Differentiate characteristics of typical and atypical development at various stages.	• Learning Experience 11
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 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 8 • Learning Experience 12
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 12

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	**Visual and Performing Arts**
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 1 • Learning Experience 2 • Learning Experience 5 • Learning Experience 8
Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.	• 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 7
Critically assess community support services and agencies that are available to community and families.	
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.	
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

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	**Visual and Performing Arts**
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 2 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 8 • Learning Experience 10 • Learning Experience 11 • Learning Experience 12
Evaluate the teachers' role in providing best and promising practices in early childhood programs.	• Learning Experience 1
Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.	• Learning Experience 1 • Learning Experience 3 • Learning Experience 11
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 7 • Learning Experience 9
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 12

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	**Visual and Performing Arts**
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 5 • Learning Experience 6
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 4 • Learning Experience 7 • Learning Experience 10 • Learning Experience 12
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	• Learning Experience 1 • Learning Experience 3 • Learning Experience 9 • Learning Experience 12
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.	• Learning Experience 2 • Learning Experience 8 • Learning Experience 11
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 12

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	**Visual and Performing Arts**
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 9
Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.	• Learning Experience 10
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 9
Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.	• Learning Experience 5 • Learning Experience 7
Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.	• Learning Experience 3 • Learning Experience 4 • Learning Experience 11
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 9 • Learning Experience 10 • Learning Experience 11

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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	**Visual and Performing Arts**
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 9
Identify health, safety, and environmental risks in children's programs.	• Learning Experience 4
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.	• Learning Experience 4 • Learning Experience 5 • Learning Experience 6
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 7
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 4 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 9

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	**Visual and Performing Arts**
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
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	• Learning Experience 1 • Learning Experience 2 • Learning Experience 6 • Learning Experience 8 • Learning Experience 10
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	
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 10

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

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	**Visual and Performing Arts**
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 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 11 • Learning Experience 12
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 10
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	• Learning Experience 9
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	• Learning Experience 7 • Learning Experience 10
Critically assess one's own teaching experiences to guide and inform practice.	• Learning Experience 1 • Learning Experience 2 • Learning Experience 5 • Learning Experience 8
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 12

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	**Physical Development**
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 6 • Learning Experience 9 • Learning Experience 10
Analyze how cultural, economic, political, historical contexts affect children's development.	• Learning Experience 8 • Learning Experience 13
Compare and contrast various theoretical frameworks that relate to the study of human development.	• Learning Experience 7
Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.	
Differentiate characteristics of typical and atypical development at various stages.	• Learning Experience 1 • Learning Experience 11 • Learning Experience 12
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 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 7
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 13

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	**Physical Development**
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 7
Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.	• 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 9
Critically assess community support services and agencies that are available to community and families.	• Learning Experience 2
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 8
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 2 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9

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	**Physical Development**
1. 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 1 • Learning Experience 6 • Learning Experience 7 • Learning Experience 11 • Learning Experience 12 • Learning Experience 13
2. Evaluate the teachers' role in providing best and promising practices in early childhood programs.	
3. Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.	• Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 12
4. 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 8 • Learning Experience 9 • Learning Experience 10
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 13

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	**Physical Development**
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 6 • Learning Experience 7
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 8 • Learning Experience 9 • Learning Experience 13
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	• Learning Experience 2 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 10
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.	• Learning Experience 1 • Learning Experience 11 • Learning Experience 12
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 13

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	**Physical Development**
1. 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 1 • Learning Experience 6 • Learning Experience 10 • Learning Experience 11
2. Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.	• Learning Experience 13
3. 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 10
4. Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.	• Learning Experience 7 • Learning Experience 9
5. Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.	• Learning Experience 1 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 11 • Learning Experience 12
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 1 • Learning Experience 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 6

Course: Observation and Assessment – 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: Observation and Assessment – Continued	**Physical Development**
Additional Specific CAP Objectives and Course Content/Topics – Continued See Appendix A	• Learning Experience 7 • Learning Experience 9 • Learning Experience 10 • Learning Experience 11 • Learning Experience 12 • Learning Experience 13

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	**Physical Development**
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 10
Identify health, safety, and environmental risks in children's programs.	• Learning Experience 2 • Learning Experience 5
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.	• Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8
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 9
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 2 • Learning Experience 5 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 10

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	**Physical Development**
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 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 13
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	• Learning Experience 2
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experience 2 • Learning Experience 6 • Learning Experience 7 • Learning Experience 8 • Learning Experience 9 • Learning Experience 13

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

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	**Physical Development**
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 3 • Learning Experience 4 • Learning Experience 5 • Learning Experience 7 • Learning Experience 12
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 2 • Learning Experience 6 • Learning Experience 8 • Learning Experience 13
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	• Learning Experience 1 • Learning Experience 10 • Learning Experience 11
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	• Learning Experience 9 • Learning Experience 13
Critically assess one's own teaching experiences to guide and inform practice.	• Learning Experience 7
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Learning Experiences 1 through 13

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

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

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.

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.

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

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.

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.

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

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.

May be duplicated for educational purposes only.

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)

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.

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.

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.

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.

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 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

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

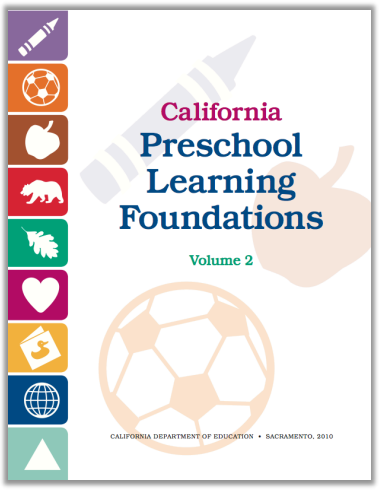
Infant/Toddler Learning & Development Foundations
http://www.education.ca.gov/sp/cd/re/itfoundations.asp

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

Visual and Performing Arts



Visual and Performing Arts

- **Visual Arts**: Products and processes of expression that use particular tools to create marks, colors, textures, and shapes of visual art.
- **Dance**: Movement selected and organized for aesthetic purposes, or as a medium of expression.

Visual and Performing Arts

- **Drama**: Creating and acting out pretend characters in imaginary or staged contexts. In the preschool classroom drama is experiential, whereas theater is performance oriented.
- **Music**: Sounds selected and organized for expressive purposes; these sounds have pitch, tempo, rhythm, and tone.

Visual and Performing Arts

Strands

- Visual Art
- Music
- Drama
- Dance



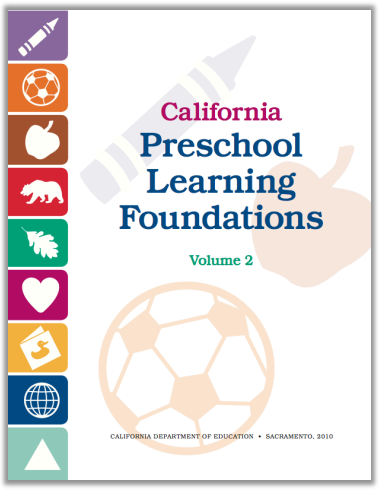
Visual and Performing Arts

- What *similar* experiences or preferences in your families or communities did you discover?
- What *different* experiences or preferences in your families or communities did you discover?
- Did you discover *similarities or differences* in how you experience the visual and performing arts now?

Visual and Performing Arts

- What does this suggest in regards to working with the visual and performing arts with young children?
- How might you apply what you have learned here to your current or future work with young children?

Visual and Performing Arts



Visual and Performing Arts

Strands

- Visual Art
- Music
- Drama
- Dance



Visual and Performing Arts

- **Visual Arts**: Products and processes of expression that use particular tools to create marks, colors, textures, and shapes of visual art.
- **Dance**: Movement selected and organized for aesthetic purposes, or as a medium of expression.

Visual and Performing Arts

- **Drama**: Creating and acting out pretend characters in imaginary or staged contexts. In the preschool classroom drama is experiential, whereas theater is performance oriented.
- **Music**: Sounds selected and organized for expressive purposes; these sounds have pitch, tempo, rhythm, and tone.

Visual and Performing Arts

Brainstorm

- Community theater groups
- Music groups
- Dance groups
- Performance venues
- Art galleries
- Other places to see live performances or original art

Visual and Performing Arts

Reflection

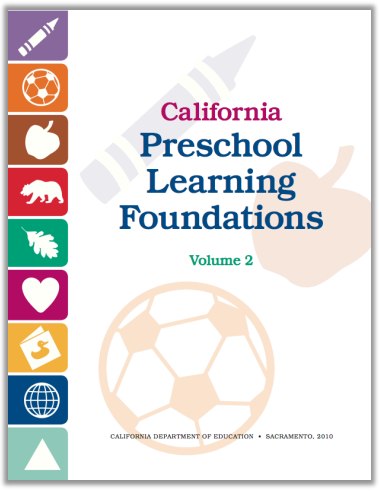
- The event or place visited, date, and name of event or art show
- A short description of the event or show
- Your own reflections on the experience:
  - What did you especially enjoy?
  - What was new?
  - Was anything disappointing?

Visual and Performing Arts

Reflection

- What did you learn about the importance of the arts for young children as they grow and learn?
- How can the arts support learning and development and strengthen community?
- Attach a program, ticket, brochure, guide, or whatever you have that describes your experience.

Visual and Performing Arts



Visual and Performing Arts

Strands

- Visual Art
- Music
- Drama
- Dance



Visual and Performing Arts

Visual Art (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Visual Art (Substrand)

3.0 Create, Invent, and Express Through Visual Art (Substrand)

Visual and Performing Arts

Music (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Music (Substrand)

3.0 Create, Invent, and Express Through Music (Substrand)

Visual and Performing Arts

Drama (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills to Create, Invent, and Express Through Music (Substrand)



Visual and Performing Arts

Dance (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Dance (Substrand)

3.0 Create, Invent, and Express Through Dance (Substrand)

Visual and Performing Arts

Visual Art	
At around 48 months of age	At around 60 months of age
Notice, Respond, and Engage	
Notice and communicate about objects or forms that appear in art.	Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	Begin to plan art and show increasing care and persistence in completing it.

Visual and Performing Arts

- As you look at the 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?

Visual and Performing Arts

- What are some examples you have seen of any of these foundations?
- Which substrand do you want to know more about? How could you discover more about that substrand?

Visual and Performing Arts

Principles of Universal Design for Learning

1. Multiple means of representation
2. Multiple means of expression
3. Multiple means of engagement



Visual and Performing Arts

Principles of Universal Design for Learning

1. Multiple means of representation
   - Providing information in a variety of ways so the learning needs of all of the children are met (*California Preschool Learning Foundations, Volume 2*, pg. xv).

Visual and Performing Arts

Principles of Universal Design for Learning

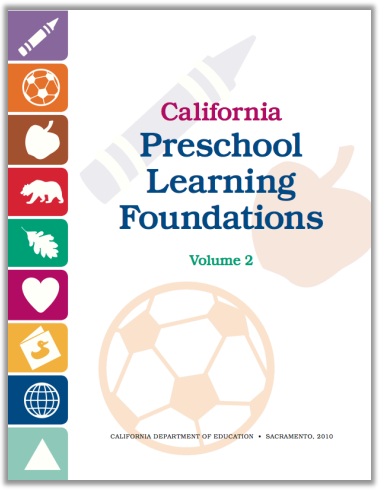
2. Multiple means of expression
   - Allowing children to use alternative methods to demonstrate what they know or what they are feeling (*California Preschool Learning Foundations, Volume 2*, pg. xv).

Visual and Performing Arts

Principles of Universal Design for Learning

3. Multiple means of engagement
   - Providing choices for activities in the setting or program that facilitate learning by building on children's interests (*California Preschool Learning Foundations, Volume 2*, pg. xv).

Visual and Performing Arts



Visual and Performing Arts

Strands

- Visual Art
- Music
- Drama
- Dance



Visual and Performing Arts

Visual Art (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Visual Art (Substrand)

3.0 Create, Invent, and Express Through Visual Art (Substrand)

Visual and Performing Arts

Music (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Music (Substrand)

3.0 Create, Invent, and Express Through Music (Substrand)

Visual and Performing Arts

Drama (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills to Create, Invent, and Express Through Music (Substrand)



Visual and Performing Arts

Dance (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Dance (Substrand)

3.0 Create, Invent, and Express Through Dance (Substrand)

Visual and Performing Arts

- What stands out for you from these role-playing demonstrations?
- Which terms were easy to define? Which ones were more difficult?



Visual and Performing Arts

- Why do you think it's important to share this terminology with parents?
- What are ways you might share this information with parents?

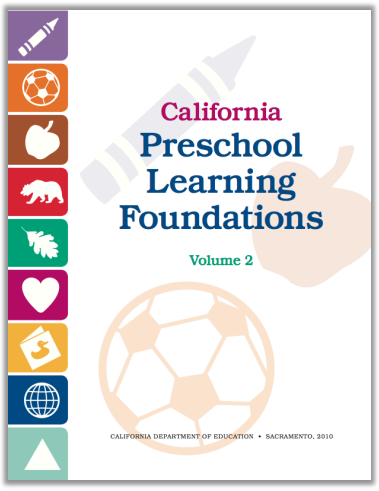
Visual and Performing Arts

- Which words were new or unfamiliar to you?
- Which words have definitions that are different from how you usually define or use them?
- Which terms describe behaviors that will be easy to observe in children?
- Which ones will be more difficult to observe?

Visual and Performing Arts

- Why do you think it's important for teachers to understand these terms in the context of the visual and performing arts?
- How can you become more familiar with words that were new to you in your work with children?

Visual and Performing Arts



Visual and Performing Arts

California Department of Education

Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve (January, 2001)

www.cde.ca.gov/be/st/ss/

Visual and Performing Arts

Strands

- Visual Art
- Music
- Drama
- Dance



Visual and Performing Arts

Visual Art (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Visual Art (Substrand)

3.0 Create, Invent, and Express Through Visual Art (Substrand)

Visual and Performing Arts

Music (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Music (Substrand)

3.0 Create, Invent, and Express Through Music (Substrand)

Visual and Performing Arts

Drama (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills to Create, Invent, and Express Through Music (Substrand)



Visual and Performing Arts

Dance (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Dance (Substrand)

3.0 Create, Invent, and Express Through Dance (Substrand)

Visual and Performing Arts

Visual and Performing Arts Content Standards	Visual and Performing Arts Foundations
Dance	Dance
Music	Music
Theatre	Drama
Visual Arts	Visual Arts

Preschool Learning Foundations Strand: Dance ↓	Prekindergarten Content Standard: Dance						
	1. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Thorough the Language and Skills Unique to Dance			2. Creative Expression: Creating, Performing, and Participating in Dance	3. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Dance	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Dance	5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers
	Development of Motor Skills and Technical Expertise	Comprehension and Analysis of Dance Elements	Development of Dance Vocabulary	Creation/ Invention of Dance Movements	Development of Dance	Description, Analysis, and Criticism of Dance	Connections and Applications Across Disciplines
Notice, Respond, and Engage							
Develop Skills in Dance							
Create, Invent, and Express Through Dance							

Visual and Performing Arts

- What are the purposes of the preschool learning foundations and the prekindergarten content standards?
- Where do you see similarities and differences between the visual and performing arts foundations and the visual and performing arts content standards for prekindergarten?
- What might be some reasons for these similarities and differences?

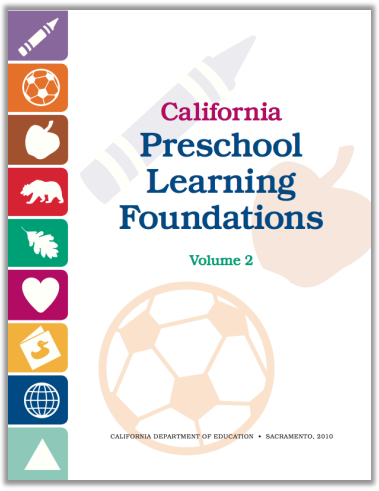
Visual and Performing Arts

- Why is it important for preschool teachers to be aware of the prekindergarten and kindergarten content standards for the visual and performing arts?
- What are some general ways that preschool teachers can use the preschool visual and performing arts foundations and the prekindergarten visual and performing arts content standards in their classroom practices?

Visual and Performing Arts

- ✓ Identify another set of standards in the visual and performing arts, either national or state.
- ✓ Write a short paper comparing these standards with the visual and performing arts foundations in the *California Preschool Learning Foundations, Volume 2*.
  - Describe similarities and differences between the two sets of standards.
  - Identify what they see as strengths for each set of standards.

Visual and Performing Arts



Visual and Performing Arts

- Review the introductory material, bibliographic notes, and the foundations of the visual and performing arts domain in the *California Preschool Learning Foundations, Volume 2* (PLF, V2).
- Select <u>one</u> discipline (visual art, music drama, or dance) of interest.
- Identify key points to *describe how children develop knowledge and skills* in the area selected.

Visual and Performing Arts

- Review the foundations and identify which ones children:
  - Could develop somewhat naturally through their everyday experiences.
  - Need more adult support, guidance, and/or intentional teaching.
- Cite references from your review of the foundations to support your ideas.

Visual and Performing Arts

- What new information did you learn about children's development in the visual and performing arts?
- What will you remember about children's developmental sequences in each area of the visual and performing arts? Why?

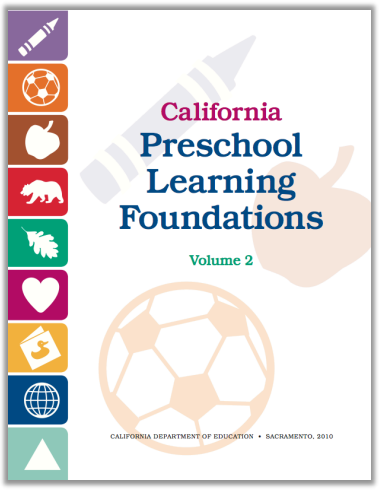
Visual and Performing Arts

- Did this information cause you to think differently about children's development in visual art, music, drama, and dance? Why?
- Which area of the visual and performing arts are you interested in learning more about that will help you in your current or future work with young children?

Visual and Performing Arts

- ✓ Review the "References and Source Materials" section (PLF, V2, pp. 31–36) for additional references related to children's development of knowledge and skills in the one discipline you have selected.
- ✓ Write a paper summarizing the findings from *two or three* of these references, highlighting information related to the discussion in the bibliographic notes.

Visual and Performing Arts



Visual and Performing Arts

Strands

- Visual Art
- Music
- Drama
- Dance



Visual and Performing Arts

- Identify examples of the art form in diverse cultures.
- Obtain examples from:
  - Personal experience
  - Interviews with community members
  - Internet searches
  - Literature reviews

Visual and Performing Arts

Choose one example of an art form in a diverse culture to consider:

- What is the context of the art form?
- What is the history of the art form?
- How, when, and where is the art form practiced today?
- How is the art form passed on within a community and from one generation to the next?
- How are young children involved?

Visual and Performing Arts

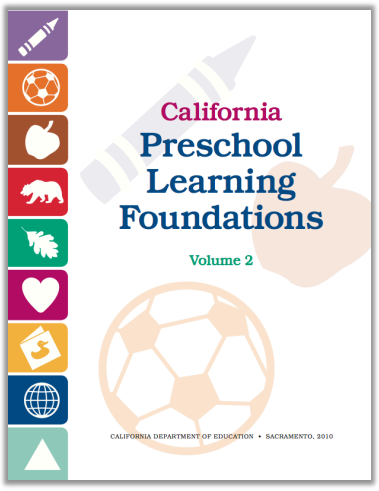
- Which art form caught your attention?
- Where did you see similarities among the presentations? What were some of the unique aspects?



Visual and Performing Arts

- What were some themes that emerged about how young children were involved with diverse art forms?
- How will these themes help you better understand how children acquire the knowledge and skills described in the visual and performing arts foundations?

Visual and Performing Arts



Visual and Performing Arts

Strands

- Visual Art
- Music
- Drama
- Dance



Visual and Performing Arts

Interview Questions

- What art form do they do and how long have they been doing it?
- What is their first memory of their particular art form?
- How did their interest develop?
- What were some of their experiences with this art form as children?

Visual and Performing Arts

Interview Questions

- Who was involved in these experiences? How? What role did they play?
- What made them decide to develop these early experiences into either a career or lifelong interest?
- What recommendations do they have for exposing young children to the visual and performing arts and encouraging their interest?

Visual and Performing Arts

- What information from the presenter(s) caught your attention or stood out for you?
- What was particularly intriguing?
- What new or different perspectives do you have?
- How has this presentation been helpful as you think about how children acquire the knowledge and skills described in the visual and performing arts foundations?

Visual and Performing Arts

- What information from any of the interviews stood out for you?
- What was particularly intriguing? What surprised you?
- What new or different perspectives do you now have about the role of families and communities in young children's interest and engagement in the visual and performing arts?

Visual and Performing Arts

- What messages did you take away from your interview that you can use when thinking about how young children acquire the knowledge and skills described in the visual and performing arts?



Visual and Performing Arts

Write 3 statements that describe:

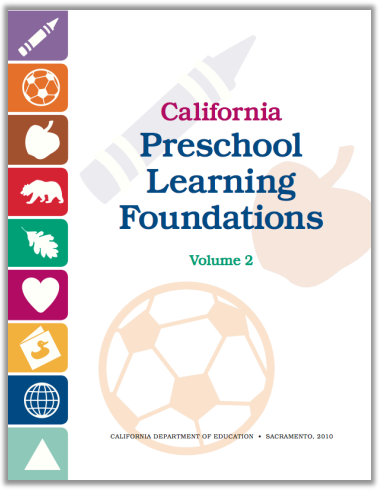


the impact and influence of families and communities on young children's acquisition of skills and knowledge described in the foundations.

Visual and Performing Arts

- Read a biography of someone involved in the visual or performing arts whom you admire.
- Write a book report that describes the different influences on the person's career, especially childhood community and family influences.

Visual and Performing Arts



Visual and Performing Arts

- What did you learn about these foundations?



- How can this help you help children demonstrate developmental progressions on these foundations?

Observation Guide:
Exploring Examples of the Visual and Performing Arts Domain

Strand: Visual Art
Setting: Examples:
Strand: Music
Setting: Examples:
Strand: Drama
Setting: Examples:

Strand: Dance
Setting: Examples:

Visual and Performing Arts

- Is there anything you particularly noticed about all the examples?
- Were there some areas or activities in the classroom where it was difficult to see these foundations in action?
- Were there some areas where it was easy?

Visual and Performing Arts

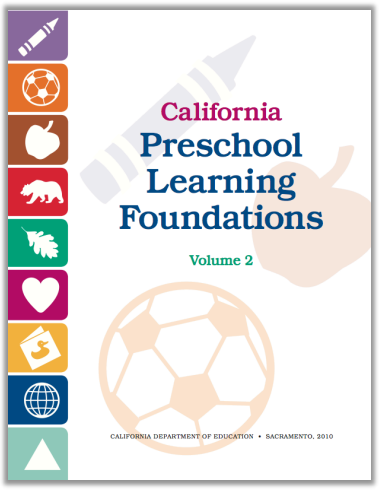
- Were some strands easier to observe than others? Which ones? Why?
- What does this tell you about the importance of ongoing observation in early care and education settings?
- What are the implications of this for your current or future work with young children?

Visual and Performing Arts

- What insights did you gain from this experience?
- How might these insights influence your work now or in the future?



Visual and Performing Arts



Visual and Performing Arts

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.

Engaging Dual-Language Learners in the Visual and Performing Arts in the Early Care and Education Setting

	What are some intentional teaching strategies that can be used for children at each level in their development of English as they engage in the visual and performing arts?			
	Visual Art	**Music**	**Drama**	**Dance**
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.				

Visual and Performing Arts

Teaching Strategies

(Preschool English Learners: A Resource Guide (Second Edition), Chapter 5, pgs. 54-55.)

- Use what the child knows
- Allow the child to become familiar with the classroom situation
- Use scaffold communication
- Provide safe havens
- Use peers to communicate

Visual and Performing Arts

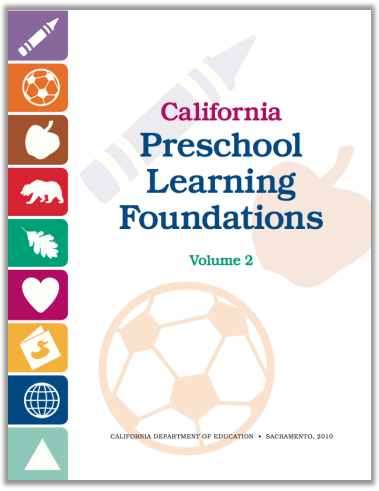
Teaching Strategies

- Expand and extend language
- Raise expectations for communication
- Use repetition
- Talk about the here and now
- Do fine-tuning
- Offer consistent routines
- Ensure inclusion

Visual and Performing Arts

- What stood out for you as you worked with the English-language development and visual and performing arts domains?
- What insights have you gained about your work for now or in the future?

Visual and Performing Arts



Visual and Performing Arts

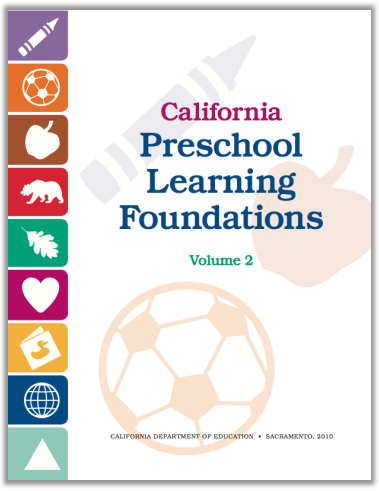
Relating the visual and performing arts domain to the health and physical development domains:

- 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?

Visual and Performing Arts

- 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?

Visual and Performing Arts



Visual and Performing Arts

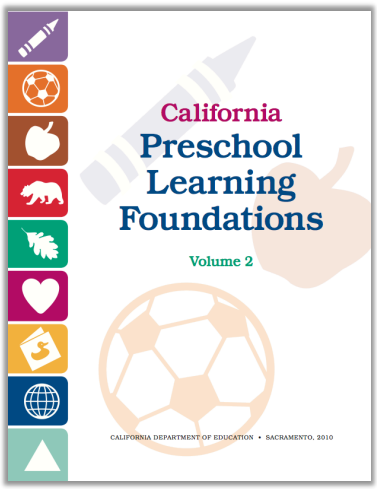
- Where did you see the most interrelatedness?
- Which strand was least related to the others?
- How will knowing this help you in working with children with the foundations in the visual and performing arts?



Visual and Performing Arts

- What insights did you gain into the visual and performing arts domain from this experience?
- How will this influence your work now or in the future with young children?

Physical Development



Handout: Connecting to the Physical Development Foundations By Experiencing Them

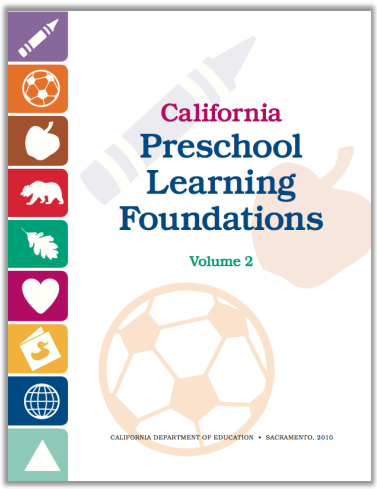
Try some or all of the following skills. Do this only with a partner to assist and take turns. Try only what you want to do or know you can do safely.
As you do the skills, discuss the experience with your partner. Note what was easy or challenging or any other reflections about your experience.

Skill	Notes: Was it easy or were there challenges? Other?
Strand: Fundamental Movement Skills	
Substrand: *Balance*	
Stand on one foot for five seconds (holding your partner's hand for support as needed).	
Put a five-foot length of tape on the floor for and walk on it (holding your partner's hand for support as needed).	
Substrand: *Locomotor Skills*	
Walk and stop when your partner says "stop" and go when your partner says "go." Repeat several times.	
Put a book on the floor and do a two-footed jump (holding your partner's hand for support as needed.)	

Physical Development

- What was your overall impression of this experience?
- What things were hardest? Easiest?
- Were there any surprises?
- What did you learn about your relationship to these foundations?
- What does this experience suggest about our work with young children relating to the domain of physical development?

Physical Development



Physical Development

- Was it hard to remember your early experiences in natural settings or to think of places you would like to visit or places that are important to you?
- How did it feel when you remembered them?
- What kind of feelings did these places bring up?

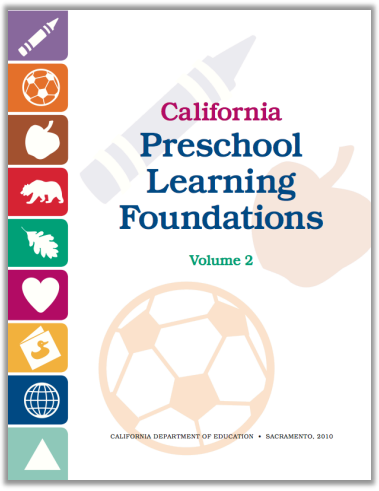
Physical Development

- Did you think of these experiences or places with happiness? Fear? Excitement? Contentment? Wonder?
- Did they bring up memories or ideas about other people?
- What does this suggest about the importance of exposing children to natural areas when working with young children?

Physical Development

- What new insights did you gain in this experience?
- What really stood out for you in this experience?
- Did this experience suggest anything you want to do in relation to your experiences with natural settings or the experiences of children in your work?

Visual and Performing Arts



Visual and Performing Arts

Strands

- Visual Art
- Music
- Drama
- Dance



Visual and Performing Arts

Visual Art (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Visual Art (Substrand)

3.0 Create, Invent, and Express Through Visual Art (Substrand)

Visual and Performing Arts

Music (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Music (Substrand)

3.0 Create, Invent, and Express Through Music (Substrand)

Visual and Performing Arts

Drama (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills to Create, Invent, and Express Through Music (Substrand)



Visual and Performing Arts

Dance (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Dance (Substrand)

3.0 Create, Invent, and Express Through Dance (Substrand)

Visual and Performing Arts

Visual Art	
At around 48 months of age	At around 60 months of age
Notice, Respond, and Engage	
Notice and communicate about objects or forms that appear in art.	Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	Begin to plan art and show increasing care and persistence in completing it.

Visual and Performing Arts

- As you look at the 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?

Visual and Performing Arts

- What are some examples you have seen of any of these foundations?
- Which substrand do you want to know more about? How could you discover more about that substrand?

Visual and Performing Arts

Principles of Universal Design for Learning

1. Multiple means of representation
2. Multiple means of expression
3. Multiple means of engagement



Visual and Performing Arts

Principles of Universal Design for Learning

1. Multiple means of representation
   - Providing information in a variety of ways so the learning needs of all of the children are met (*California Preschool Learning Foundations, Volume 2*, pg. xv).

Visual and Performing Arts

Principles of Universal Design for Learning

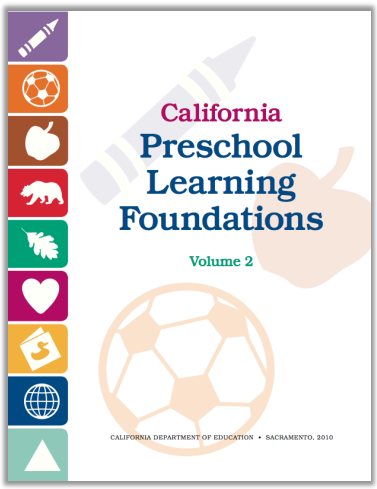
2. Multiple means of expression
   - Allowing children to use alternative methods to demonstrate what they know or what they are feeling (*California Preschool Learning Foundations, Volume 2*, pg. xv).

Visual and Performing Arts

Principles of Universal Design for Learning

3. Multiple means of engagement
   - Providing choices for activities in the setting or program that facilitate learning by building on children's interests (*California Preschool Learning Foundations, Volume 2*, pg. xv).

Physical Development



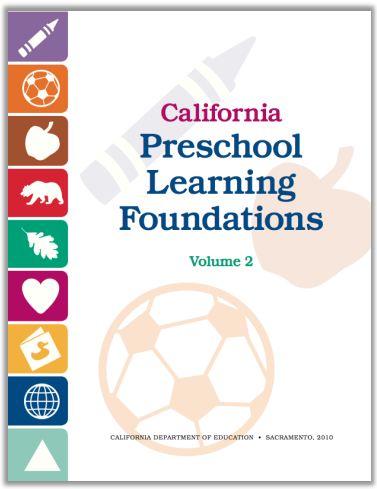
Physical Development

- What stands out for you from playing "Physical Development Charades"?
- Which foundations were easiest to demonstrate? Which were most difficult?
- Why do you think it's important for teachers to recognize how children are demonstrating these skills and concepts?
- What will you take from this learning experience to your work with young children?

Physical Development

- Review the introductory sections, examples and footnotes in the foundations and the bibliographic notes for discussion of physical development and children with disabilities.
- Identify 5 ways that children with disabilities could demonstrate acquisition of a skill or concept described in the physical development foundations.
- List the kind of disability the child might have and the strategy, including any modifications or supports needed.

Physical Development



Physical Development

Fundamental Movement Skills (Strand)

1.0 Balance (Substrand)

2.0 Locomotor Skills (Substrand)

3.0 Manipulative Skills (Substrand)



Physical Development

Perceptual-Motor Skills and Movement Concepts (Strand)



1.0 Body Awareness (Substrand)

2.0 Spatial Awareness (Substrand)

3.0 Directional Awareness (Substrand)

Physical Development

Active Physical Play (Strand)



1.0 Active Participation (Substrand)

2.0 Cardiovascular Endurance (Substrand)

3.0 Muscular Strength, Muscular Endurance, and Flexibility (Substrand)

Vocabulary of the Physical Development Domain

Fundamental Movement Skills		
Substrand	**Word**	**Definition**
Balance		
Locomotor Skills		
Manipulative Skills		
Perceptual-Motor Skills and Movement Concepts		
Substrand	**Word**	**Definition**
Body Awareness		
Spatial Awareness		

Physical Development

- What stands out for you from these scenarios?
- Which terms were easy to define? Which ones were more difficult?
- Why do you think it's important to share this terminology with parents?
- What are ways you might share this information with parents?

Physical Development

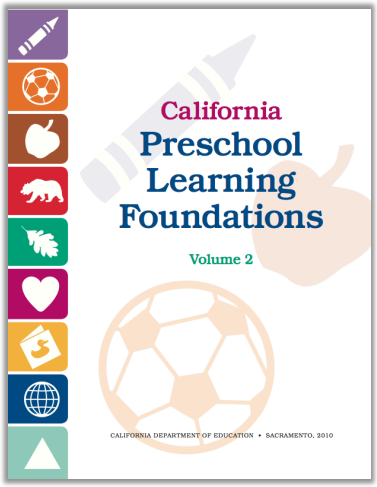
- Which words were new or unfamiliar to you? Which words had a definition that was different from how you define or use them?
- Which terms describe behaviors that will be easy for you to observe in children?
- Which ones will be more difficult to observe?

Physical Development

- Why do you think it's important for teachers to understand this physical development vocabulary?
- How can you become more familiar with words that were new to you in your work with children?



Physical Development



Physical Development

Identify key points related to:

- Sequential development of fundamental movement skills
- Importance of movement and physical play and activity
- Relationship of physical activity and health
- Relationship of physical activity and academic performance
- Importance of adult instruction in children's development of physical skills
- Relationship of children's physical play and social-emotional development
- Physical development and children with disabilities

Physical Development

Select *one* research study related to:

- Sequential development of fundamental movement skills
- Importance of movement and physical play and activity
- Relationship of physical activity and health
- Relationship of physical activity and academic performance
- Importance of adult instruction in children's development of physical skills
- Relationship of children's physical play and social-emotional development
- Physical development and children with disabilities

Physical Development



- Listing and overview of the research articles
- Summary of the findings
- Discussion of how the findings relate to specific foundations

Physical Development

- What key finding from the research really caught your attention?
- What were some new insights you gained?
- Which studies or findings did you find most relevant to your understanding of the foundations?

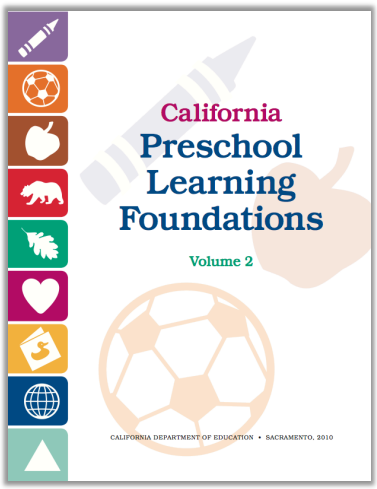
Physical Development

- How did a finding challenge or affirm your beliefs?
- What question(s) did the research raise for you?
- What is a next step you will do in answering this question?

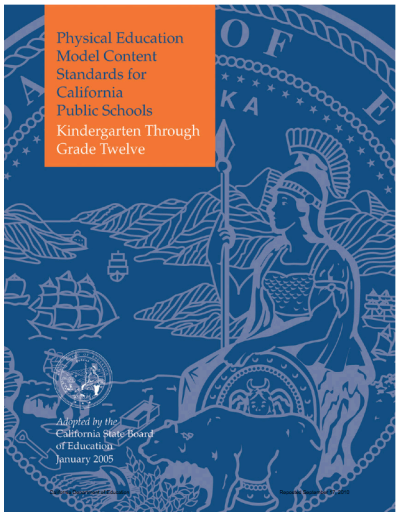
Physical Development

- Overview of the research
- Summary of findings, key points, and recommendations from the studies
- How the research relates to particular foundations
- Possible implications for practice—ways that preschool teachers can support children's acquisition of the knowledge and skills described in the physical development foundations

Physical Development



Physical Development



Physical Development

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
   - Movement Concepts
   - Body Management
   - Locomotor Movement
   - Manipulative Skills
   - Rhythmic Skills

Physical Development

2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
   - Movement Concepts
   - Body Management
   - Locomotor Movement
   - Manipulative Skills

Physical Development

3. Students assess and maintain a level of physical fitness to improve health and performance.
   - Fitness Concepts
   - Aerobic Capacity
   - Muscular Strength/Endurance
   - Flexibility
   - Body Composition
   - Assessment

Physical Development

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
   - Fitness Concepts
   - Aerobic Capacity
   - Muscular Strength/Endurance
   - Flexibility
   - Body Composition

Physical Development

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
   - Self-Responsibility
   - Social Interaction
   - Group Dynamics

Kindergarten Content Standard ↓		Strand/Substrand								
		Fundamental Movement Skills			Perceptual-Motor Skills and Movement Concepts			Active Physical Play		
		Balance	Locomotor skills	Manipulative skills	Body Awareness	Spatial Awareness	Directional Awareness	Active Participation	Cardiovascular Endurance	Muscular Strength, Muscular Endurance, and Flexibility
1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	Movement Concepts									
	Body Management									
	Locomotor Movement									
	Manipulative Skills									
	Rhythmic Skills									

Physical Development

- What are the purposes of the preschool learning foundations and the kindergarten content standards?
- Where do you see similarities and differences between the physical development foundations and the physical education model content standards for kindergarten?
- What might be some reasons for these similarities and differences?

Physical Development

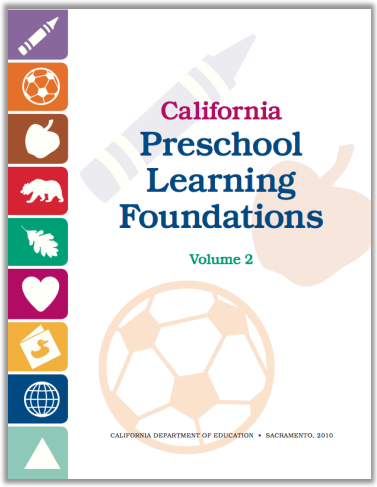
- Why is it important for preschool teachers to be aware of the kindergarten content standards?
- What are some general ways that preschool teachers and kindergarten teachers can use the preschool physical development foundations and the kindergarten physical education model content standards in their classroom practices?

Physical Development

National Association for Sport and Physical Education (NASPE)
http://www.aahperd.org/naspe/

- Position statements on best practice, including:
  - ✓ Physical Education is Critical to Educating the Whole Child
  - ✓ Looking at Physical Education from a Developmental Perspective: A Guide to Teaching
  - ✓ Comprehensive School Physical Activity Programs

Physical Development



Physical Development

Support for physical development

- Parents value physical activity.
- Parents enjoy, engage in, and model physical activity.
- Parents take children to parks/playgrounds where they can engage in physical play and try out new skills and equipment.
- Parents have the financial resources to take children to sporting events.

Physical Development

Support for physical development

- There are safe areas for children to play outside every day.
- Family events include physical activities.
- The family's culture includes activities that involve physical skill and activity.
- Parents provide simple age-appropriate equipment for children to use.

Physical Development

Barriers for physical development

- Parents do not prioritize physical activity.
- Children do not see family members and friends engaging in physical activities.
- Parents/caregivers do not take children to places where they can engage in physical play.
- Safe outdoor play areas are not easily accessible to families.
- Children are encouraged to do more sedentary activities.

Physical Development

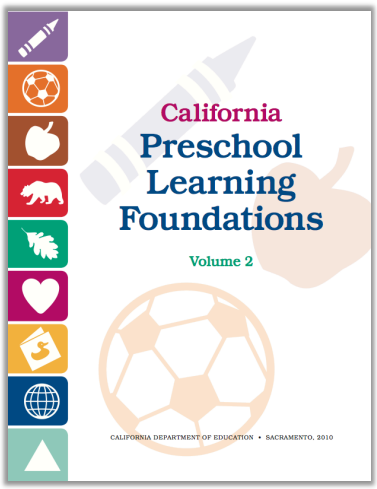
Barriers for physical development

- Children have few opportunities to play outside every day because of school, child care, and/or transportation schedules.
- Children have limited access to age-appropriate equipment such as balls, swings, climbing equipment, or riding toys.
- Taking children to sporting events is expensive.
- The costs associated with children participating in physical activities or taking sports or dance lessons are prohibitive.

Physical Development

- What activities on the list surprised you?
- Which activities would be are easiest for children and families in your community to do? Which ones are more difficult?
- Why is it important to consider family and community beliefs, values, practices, and circumstances when thinking about children's physical development and activity?
- What key message from this learning experience will you remember when using the physical development foundations in your teaching?

Physical Development



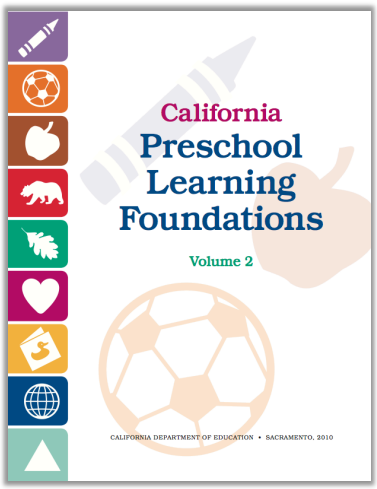
Physical Development

- What in the pamphlet stands out to you?
- What do you like about the pamphlet?
- What key messages are you taking away from the pamphlet?
- What parts of the pamphlet are not as clear?
- What are some recommendations for improving the pamphlet?

Physical Development

- What words or images do you remember from the pamphlets?
- Where did you see examples of linguistic, cultural, and economic considerations in the pamphlets?
- What did you learn about discussing young children's physical development and activity with parents?
- What would you do differently?

Physical Development



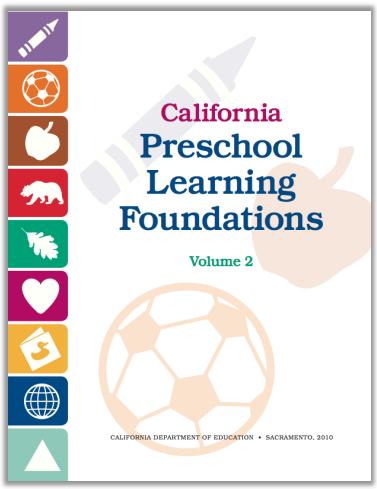
Physical Development

- Is there anything you particularly noticed about all the examples?
- Were there some areas or activities in the classroom where it was difficult to see these foundations in action?
- Were there some areas where it was easy?

Physical Development

- Were some strands easier to see than others? Which ones? Why?
- 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?

Physical Development



Physical Development

Interest areas

- Dramatic play area
- Block area
- Art area
- Book area
- Writing area
- Math area
- Science area



Physical Development

- What are your general impressions?
- Are you surprised by anything?
- Where are there many images and where are there fewer?
- Which foundations are represented the most? Which the least?

Physical Development

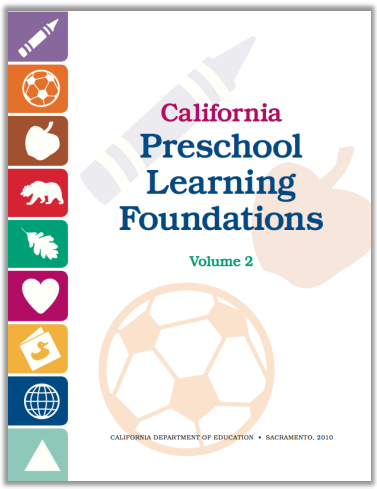
- Of those represented the least, in what other areas or times in the curriculum could you expect to find them?
- What does this suggest about your observation of the foundations in the physical development domain in your current or future work?

Physical Development

- What stood out for you in this experience?
- What insights did you gain?
- Are there ways in which this will influence your work with young children now or in the future?



Physical Development



Looking for Relationships Across Domains:
Physical Development and Visual and Performing Arts

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

Physical Development Strands ↓	**Visual Art** • 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
Fundamental Movement Skills				

Physical Development

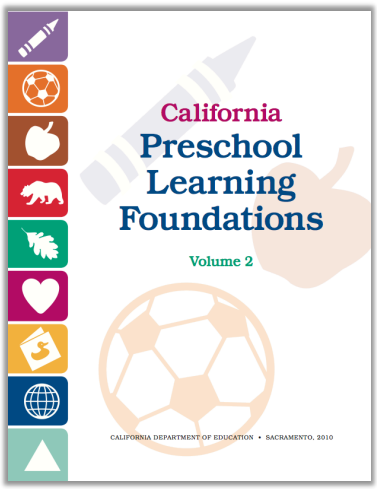
- Where was it easy? Were there some that seemed almost the same? Where did you find strong relationships?
- Where was it hard to see relationships? Are there some that just are not connected? What does this suggest?

Physical Development

- What stood out for you today?
- Where were there challenges for you?
- Is there further information you need to strengthen your understanding of these relationships?
- If so, how can you find that information?



Physical Development



Physical Development

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.

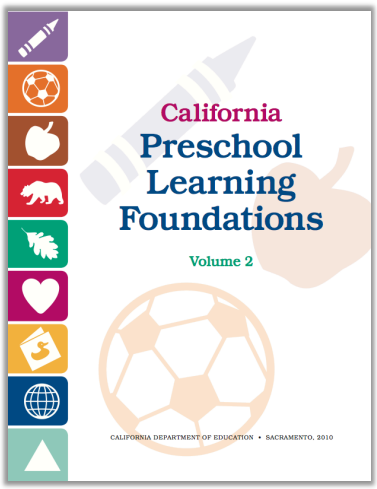
Developing Vocabulary in the Fundamental Movement Skills Strand for Children Who Are English Learners

	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: Balance			
Substrand: Locomotor skills			
Substrand: Manipulative Skills			

Physical Development

- 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?

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?

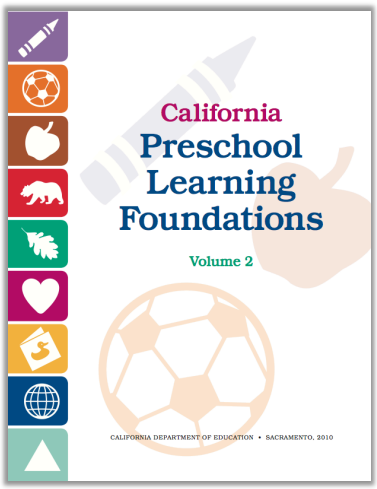
Health

- 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

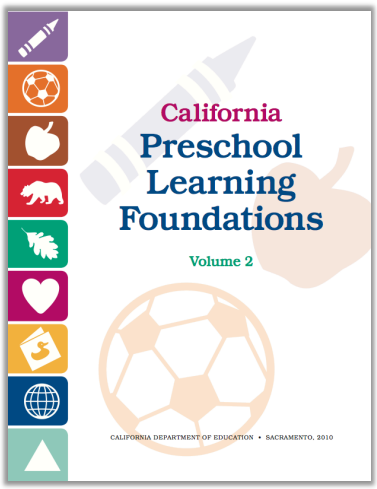
- What can we learn from words or phrases that do not seem to be related to the foundations?
- Which of the above are part of our family or cultural practices?
- How can this impact our work with young children?

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

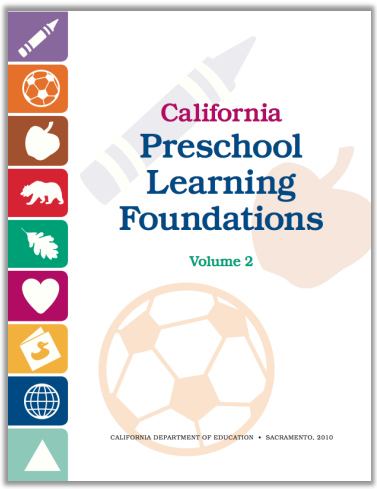
Health Domain Puzzle

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?

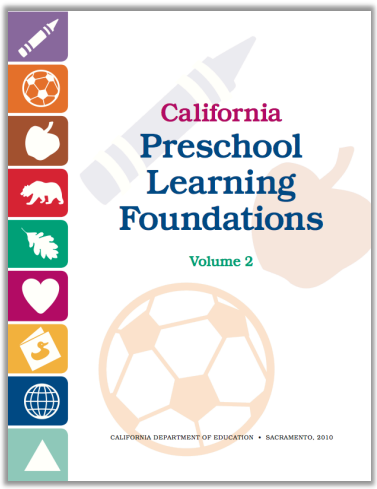
Health

- 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."

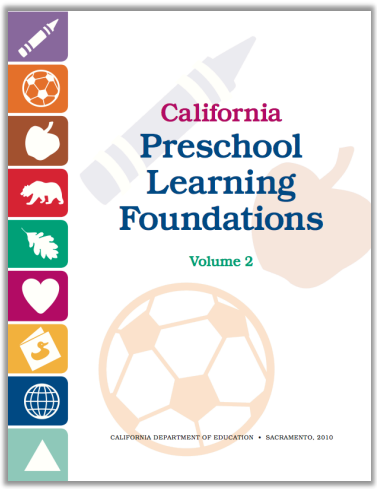
(Robert Wood Johnson Foundation 2008, in *Preschool Learning Foundations, Volume 2*, p. 70).



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)
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- 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.

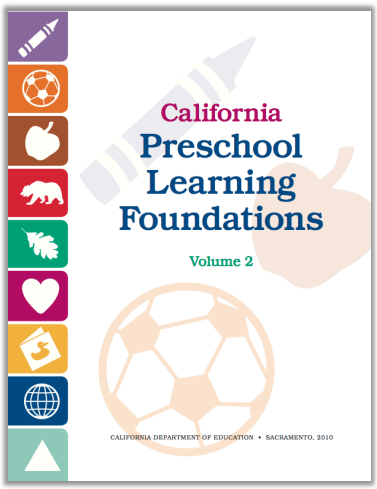
Health

- 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							

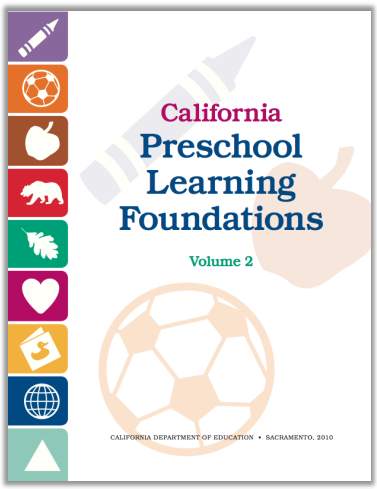
Health

- 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

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- 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



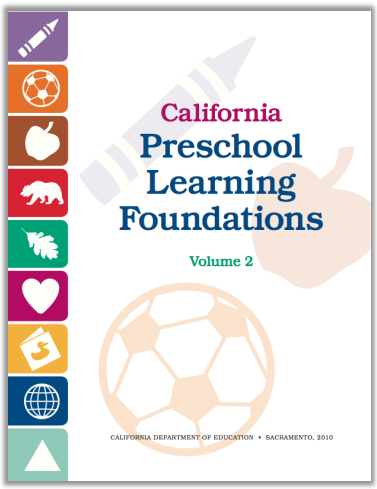
Health

- 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)



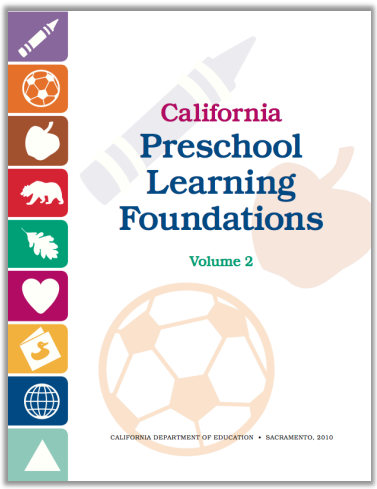
Health

- 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



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

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/

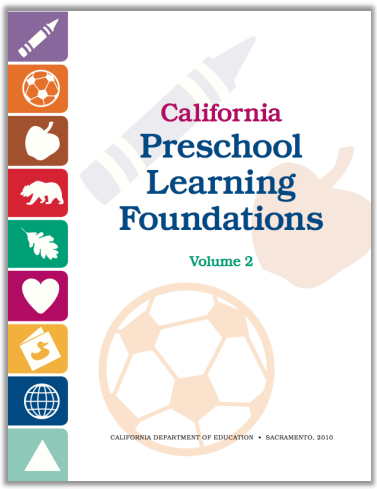
Health

- 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



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

- 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:

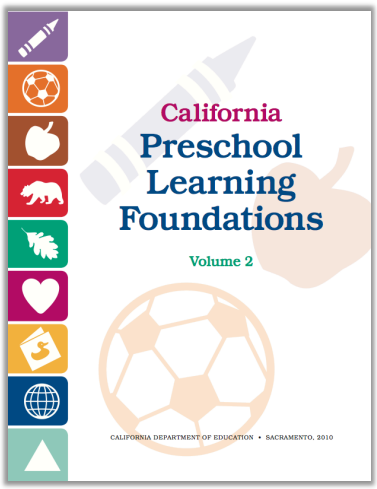
Health

- 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:

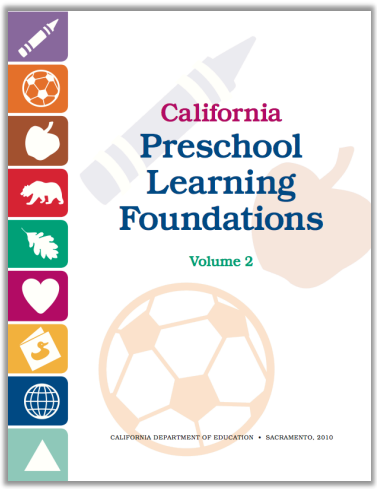
Health

- 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				

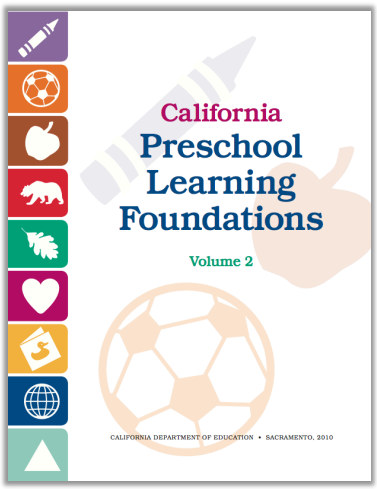
Health

- 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?