



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

Course: Child, Growth, and Development

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Child, Growth, and Development</b>	<b>Unit 1, Introduction to Framework</b>
Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 2</li> </ul>
Identify cultural, economic, political, historical contexts affect children’s development.	
Identify and compare major theoretical frameworks related to the study of human development.	
Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.	
Differentiate characteristics of typical and atypical development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 2</li> </ul>

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units, domains, and key topics.**



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

Course: Child, Family, and Community

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<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Child, Family, and Community</b>	 <b>Unit 1, Introduction to Framework</b>
Analyze theories of socialization that address the interrelationship of child, family and community.	
Assess the impact of educational, political, and socioeconomic factors on children and families.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> </ul>
Describe social issues, changes, and transitions that affect children, families, schools, and communities.	
Describe effective strategies that empower families and encourage family involvement in children's development.	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 2</li> </ul>
Identify and evaluate community support services and agencies available to families and children.	
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	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 2</li> </ul>



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

Course: Introduction to Curriculum

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Introduction to Curriculum</b>	<b>Unit 1, Introduction to Framework</b>
Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> </ul>
Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> </ul>
Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>
Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> </ul>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>



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

Course: Principles and Practices of Teaching Young Children

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Principles and Practices of Teaching Young Children</b>	<b>Unit 1, Introduction to Framework</b>
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.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> </ul>
Develop one’s teaching philosophy and professional goals.	
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.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> </ul>
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 3</li> </ul>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>



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

Course: Observation and Assessment

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Observation and Assessment</b>	 <b>Unit 1, Introduction to Framework</b>
Compare the purpose, value and use of formal and informal observation and assessment strategies.	
Evaluate the characteristics, strengths and limitations of common assessment tools.	
Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>
Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>



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

Course: Health, Safety, and Nutrition

Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Health, Safety, and Nutrition</b>	 <b>Unit 1, Introduction to Framework</b>
Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.	
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.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	
Discuss the value of collaboration with families and the community.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> </ul>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>



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

Course: Teaching in a Diverse Society

Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Teaching in a Diverse Society</b>	<b>Unit 1, Introduction to Framework</b>
Critique 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.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> </ul>
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>



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

Course: Practicum-Field Experience

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>  <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<b>Course: Practicum-Field Experience</b>	<b>Unit 1, Introduction to Framework</b>
Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> </ul>
Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	<ul style="list-style-type: none"> <li>• Unit 1, Key Topic 2</li> </ul>
Critically assess one’s own teaching experiences to guide and inform practice.	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 3</li> </ul>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 1, Getting Ready for the Unit</li> <li>• Unit 1, Key Topic 1</li> <li>• Unit 1, Key Topic 2</li> <li>• Unit 1, Key Topic 3</li> </ul>



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Course: Child, Growth, and Development

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<p align="center"><b>Course: Child, Growth, And Development</b></p>	<p> <b>Unit 2, Visual and Performing Arts</b></p>
<p>Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.</p>	<ul style="list-style-type: none"> <li>Unit 2, Getting Ready for the Unit</li> </ul>
<p>Identify cultural, economic, political, historical contexts affect children’s development.</p>	
<p>Identify and compare major theoretical frameworks related to the study of human development.</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 5</li> </ul>
<p>Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.</p>	
<p>Differentiate characteristics of typical and atypical development.</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 4</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>Unit 2, Getting Ready for the Unit</li> <li>Unit 2, Key Topic 4</li> <li>Unit 2, Key Topic 5</li> </ul>

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units, domains, and key topics.**



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



Course: Child, Family, and Community

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Child, Family, And Community</b></p>	<p> <b>Unit 2, Visual and Performing Arts</b></p>
<p>Analyze theories of socialization that address the interrelationship of child, family and community.</p>	
<p>Assess the impact of educational, political, and socioeconomic factors on children and families.</p>	
<p>Describe social issues, changes, and transitions that affect children, families, schools, and communities.</p>	
<p>Describe effective strategies that empower families and encourage family involvement in children’s development.</p>	
<p>Identify and evaluate community support services and agencies available to families and children.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 4</li> </ul>
<p>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.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 4</li> </ul>



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Course: Introduction to Curriculum

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Introduction to Curriculum</b></p>	<p> <b>Unit 2, Visual and Performing Arts</b></p>
<p>Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 1</li> <li>• Unit 2, Key Topic 2</li> <li>• Unit 2, Key Topic 3</li> <li>• Unit 2, Key Topic 5</li> </ul>
<p>Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> <li>• Unit 2, Key Topic 3</li> <li>• Unit 2, Key Topic 4</li> </ul>
<p>Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 1</li> <li>• Unit 2, Key Topic 2</li> </ul>
<p>Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 2</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> <li>• Unit 2, Key Topic 1</li> <li>• Unit 2, Key Topic 2</li> <li>• Unit 2, Key Topic 3</li> <li>• Unit 2, Key Topic 4</li> <li>• Unit 2, Key Topic 5</li> </ul>



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Course: Principles and Practices of Teaching Young Children

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Principles and Practices of Teaching Young Children</b></p>	<p> <b>Unit 2, Visual and Performing Arts</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> <li>• Unit 2, Key Topic 2</li> <li>• Unit 2, Key Topic 4</li> <li>• Unit 2, Key Topic 5</li> </ul>
<p>Develop one’s teaching philosophy and professional goals.</p>	
<p>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.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 1</li> <li>• Unit 2, Key Topic 2</li> <li>• Unit 2, Key Topic 3</li> </ul>
<p>Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 1</li> </ul>
<p>Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 3</li> </ul>
<p>Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 2</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> <li>• Unit 2, Key Topic 1</li> <li>• Unit 2, Key Topic 2</li> <li>• Unit 2, Key Topic 3</li> <li>• Unit 2, Key Topic 4</li> <li>• Unit 2, Key Topic 5</li> </ul>



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Course: Observation and Assessment

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<p><b>Course: Observation and Assessment</b></p>	<p> <b>Unit 2, Visual and Performing Arts</b></p>
<p>Compare the purpose, value and use of formal and informal observation and assessment strategies.</p>	
<p>Evaluate the characteristics, strengths and limitations of common assessment tools.</p>	
<p>Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 2</li> </ul>
<p>Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 4</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 2</li> <li>• Unit 2, Key Topic 4</li> </ul>



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Course: Health, Safety, and Nutrition

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<p><b>Course: Health, Safety, and Nutrition</b></p>	<p> <b>Unit 2, Visual and Performing Arts</b></p>
<p>Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 5</li> </ul>
<p>Identify health, safety, and environmental risks in children’s programs.</p>	
<p>Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.</p>	
<p>Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.</p>	
<p>Discuss the value of collaboration with families and the community.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 5</li> </ul>



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Course: Teaching in a Diverse Society

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	<p> <b>Unit 2, Visual and Performing Arts</b></p>
<p>Critique the multiple impacts on young children’s social identity.</p>	
<p>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.</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 4</li> </ul>
<p>Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.</p>	
<p>Evaluate the impact of personal experiences and social identity on teaching effectiveness.</p>	<ul style="list-style-type: none"> <li>Unit 2, Getting Ready for the Unit</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>Unit 2, Getting Ready for the Unit</li> <li>Unit 2, Key Topic 4</li> </ul>



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Course: Practicum-Field Experience

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Practicum-Field Experience</b></p>	<p> <b>Unit 2, Visual and Performing Arts</b></p>
<p>Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> <li>• Unit 2, Key Topic 2</li> <li>• Unit 2, Key Topic 4</li> </ul>
<p>Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 1</li> <li>• Unit 2, Key Topic 2</li> <li>• Unit 2, Key Topic 3</li> <li>• Unit 2, Key Topic 4</li> </ul>
<p>Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.</p>	
<p>Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 3</li> </ul>
<p>Critically assess one’s own teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 1</li> <li>• Unit 2, Key Topic 5</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> <li>• Unit 2, Key Topic 1</li> <li>• Unit 2, Key Topic 2</li> <li>• Unit 2, Key Topic 3</li> <li>• Unit 2, Key Topic 4</li> <li>• Unit 2, Key Topic 5</li> </ul>



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



Course: Child, Growth, and Development

<p><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Child, Growth, And Development</b></p>	<p> <b>Unit 3, Physical Development</b></p>
<p>Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 5</li> </ul>
<p>Identify cultural, economic, political, historical contexts affect children’s development.</p>	
<p>Identify and compare major theoretical frameworks related to the study of human development.</p>	
<p>Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 5</li> </ul>
<p>Differentiate characteristics of typical and atypical development.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 4</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 4</li> <li>• Unit 3, Key Topic 5</li> </ul>

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units, domains, and key topics.**



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



Course: Child, Family, and Community

<p><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Child, Family, And Community</b></p>	<p> <b>Unit 3, Physical Development</b></p>
<p>Analyze theories of socialization that address the interrelationship of child, family and community.</p>	
<p>Assess the impact of educational, political, and socioeconomic factors on children and families.</p>	
<p>Describe social issues, changes, and transitions that affect children, families, schools, and communities.</p>	
<p>Describe effective strategies that empower families and encourage family involvement in children’s development.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 4</li> </ul>
<p>Identify and evaluate community support services and agencies available to families and children.</p>	
<p>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.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 4</li> </ul>



Course: Introduction to Curriculum

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Introduction to Curriculum</b></p>	<p> <b>Unit 3, Physical Development</b></p>
<p>Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 5</li> </ul>
<p>Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 3</li> <li>• Unit 3, Key Topic 4</li> </ul>
<p>Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 2</li> </ul>
<p>Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 2</li> <li>• Unit 3, Key Topic 3</li> <li>• Unit 3, Key Topic 4</li> <li>• Unit 3, Key Topic 5</li> </ul>



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



Course: Principles and Practices of Teaching Young Children

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Principles and Practices of Teaching Young Children</b></p>	<p> <b>Unit 3, Physical Development</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 4</li> <li>• Unit 3, Key Topic 5</li> </ul>
<p>Develop one’s teaching philosophy and professional goals.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 2</li> <li>• Unit 3, Key Topic 3</li> </ul>
<p>Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.</p>	
<p>Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 3</li> </ul>
<p>Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 2</li> <li>• Unit 3, Key Topic 3</li> <li>• Unit 3, Key Topic 4</li> <li>• Unit 3, Key Topic 5</li> </ul>



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



Course: Observation and Assessment

<p><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Observation and Assessment</b></p>	<p> <b>Unit 3, Physical Development</b></p>
<p>Compare the purpose, value and use of formal and informal observation and assessment strategies.</p>	
<p>Evaluate the characteristics, strengths and limitations of common assessment tools.</p>	
<p>Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 2</li> </ul>
<p>Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 5</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 2</li> <li>• Unit 3, Key Topic 5</li> </ul>



Course: Health, Safety, and Nutrition

<p><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p>	<p><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	
<p><b>Course: Health, Safety, and Nutrition</b></p>	<p> <b>Unit 3, Physical Development</b></p>
<p>Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.</p>	<ul style="list-style-type: none"> <li>Unit 3, Getting Ready for the Unit</li> </ul>
<p>Identify health, safety, and environmental risks in children’s programs.</p>	
<p>Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.</p>	
<p>Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.</p>	
<p>Discuss the value of collaboration with families and the community.</p>	<ul style="list-style-type: none"> <li>Unit 3, Key Topic 4</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>Unit 3, Getting Ready for the Unit</li> <li>Unit 3, Key Topic 4</li> </ul>



Course: Teaching in a Diverse Society

<p><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Teaching in a Diverse Society</b></p>	<p> <b>Unit 3, Physical Development</b></p>
<p>Critique the multiple impacts on young children’s social identity.</p>	
<p>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.</p>	
<p>Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 4</li> </ul>
<p>Evaluate the impact of personal experiences and social identity on teaching effectiveness.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 4</li> </ul>



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



Course: Practicum-Field Experience

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Practicum-Field Experience</b></p>	<p> <b>Unit 3, Physical Development</b></p>
<p>Integrate understanding of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 2</li> <li>• Unit 3, Key Topic 5</li> </ul>
<p>Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 4</li> </ul>
<p>Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.</p>	
<p>Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Key Topic 3</li> </ul>
<p>Critically assess one’s own teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 3, Getting Ready for the Unit</li> <li>• Unit 3, Key Topic 1</li> <li>• Unit 3, Key Topic 2</li> <li>• Unit 3, Key Topic 3</li> <li>• Unit 3, Key Topic 4</li> <li>• Unit 3, Key Topic 5</li> </ul>



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



Course: Child, Growth, and Development

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Child, Growth, and Development</b></p>	<p> <b>Unit 4, Health</b></p>
<p>Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 4</li> <li>• Unit 4, Key Topic 5</li> </ul>
<p>Identify cultural, economic, political, historical contexts affect children’s development.</p>	
<p>Identify and compare major theoretical frameworks related to the study of human development.</p>	
<p>Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 5</li> </ul>
<p>Differentiate characteristics of typical and atypical development.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 4</li> <li>• Unit 4, Key Topic 5</li> </ul>

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units, domains, and key topics.**



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



Course: Child, Family, and Community

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<p align="center"><b>Course: Child, Family, and Community</b></p>	<p> <b>Unit 4, Health</b></p>
<p>Analyze theories of socialization that address the interrelationship of child, family and community.</p>	
<p>Assess the impact of educational, political, and socioeconomic factors on children and families.</p>	
<p>Describe social issues, changes, and transitions that affect children, families, schools, and communities.</p>	
<p>Describe effective strategies that empower families and encourage family involvement in children’s development.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 4</li> </ul>
<p>Identify and evaluate community support services and agencies available to families and children.</p>	
<p>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.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 4</li> </ul>



Course: Introduction to Curriculum

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Introduction to Curriculum</b></p>	<p> <b>Unit 4, Health</b></p>
<p>Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 5</li> </ul>
<p>Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 4</li> </ul>
<p>Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.</p>	
<p>Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 3</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 4</li> <li>• Unit 4, Key Topic 5</li> </ul>



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



Course: Principles and Practices of Teaching Young Children

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Principles and Practices of Teaching Young Children</b></p>	<p> <b>Unit 4, Health</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 4</li> <li>• Unit 4, Key Topic 5</li> </ul>
<p>Develop one’s teaching philosophy and professional goals.</p>	
<p>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.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 2</li> </ul>
<p>Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.</p>	
<p>Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 3</li> </ul>
<p>Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 3</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 4</li> <li>• Unit 4, Key Topic 5</li> </ul>



Course: Observation and Assessment

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Observation and Assessment</b></p>	<p> <b>Unit 4, Health</b></p>
<p>Compare the purpose, value and use of formal and informal observation and assessment strategies.</p>	
<p>Evaluate the characteristics, strengths and limitations of common assessment tools.</p>	
<p>Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.</p>	
<p>Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 5</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 5</li> </ul>



Course: Health, Safety, and Nutrition

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Health, Safety, and Nutrition</b></p>	<p> <b>Unit 4, Health</b></p>
<p>Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3</li> </ul>
<p>Identify health, safety, and environmental risks in children’s programs.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 1 (Subtopic 3)</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3 (Subtopic 2)</li> </ul>
<p>Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 5</li> </ul>
<p>Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 3</li> </ul>
<p>Discuss the value of collaboration with families and the community.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready</li> <li>• Unit 4, Key Topic 4 (Subtopic 3)</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 4</li> <li>• Unit 4, Key Topic 5</li> </ul>



Course: Teaching in a Diverse Society

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	<p> <b>Unit 4, Health</b></p>
<p>Critique the multiple societal impacts on young children’s social identity.</p>	
<p>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.</p>	
<p>Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 4</li> </ul>
<p>Evaluate the impact of personal experiences and social identity on teaching effectiveness.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 4</li> </ul>



Course: Practicum-Field Experience

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b></p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center"><b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Practicum-Field Experience</b></p>	<p> <b>Unit 4, Health</b></p>
<p>Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 5</li> </ul>
<p>Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 4</li> </ul>
<p>Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.</p>	
<p>Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 3</li> </ul>
<p>Critically assess one’s own teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3</li> </ul>
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	<ul style="list-style-type: none"> <li>• Unit 4, Getting Ready for the Unit</li> <li>• Unit 4, Key Topic 1</li> <li>• Unit 4, Key Topic 2</li> <li>• Unit 4, Key Topic 3</li> <li>• Unit 4, Key Topic 4</li> <li>• Unit 4, Key Topic 5</li> </ul>



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

Course: Child, Growth, and Development

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Child, Growth, And Development</b>	 <b>Unit 5, Framework as a Resource</b>
Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	
Identify cultural, economic, political, historical contexts affect children’s development.	
Identify and compare major theoretical frameworks related to the study of human development.	
Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.	
Differentiate characteristics of typical and atypical development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units, domains, and key topics.**



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

Course: Child, Family, and Community

Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Child, Family, And Community</b>	 <b>Unit 5, Framework as a Resource</b>
Analyze theories of socialization that address the interrelationship of child, family and community.	
Assess the impact of educational, political, and socioeconomic factors on children and families.	
Describe social issues, changes, and transitions that affect children, families, schools, and communities.	
Describe effective strategies that empower families and encourage family involvement in children’s development.	
Identify and evaluate community support services and agencies available to families and children.	
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	



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

Course: Introduction to Curriculum

Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<b>Course: Introduction to Curriculum</b>	 <b>Unit 5, Framework as a Resource</b>
Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 3</li> </ul>
Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 3</li> </ul>
Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> </ul>
Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> <li>• Unit 5, Key Topic 2</li> </ul>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> <li>• Unit 5, Key Topic 2</li> <li>• Unit 5, Key Topic 3</li> </ul>



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

Course: Principles and Practices of Teaching Young Children

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Principles and Practices of Teaching Young Children</b>	<b>Unit 5, Framework as a Resource</b>
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.	
Develop one’s teaching philosophy and professional goals.	
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.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> <li>• Unit 5, Key Topic 3</li> </ul>
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	
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.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> <li>• Unit 5, Key Topic 2</li> </ul>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> <li>• Unit 5, Key Topic 2</li> <li>• Unit 5, Key Topic 3</li> </ul>



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

Course: Observation and Assessment

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Observation and Assessment</b>	 <b>Unit 5, Framework as a Resource</b>
Compare the purpose, value and use of formal and informal observation and assessment strategies.	
Evaluate the characteristics, strengths and limitations of common assessment tools.	
Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> <li>• Unit 5, Key Topic 2</li> </ul>
Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 3</li> </ul>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> <li>• Unit 5, Key Topic 2</li> <li>• Unit 5, Key Topic 3</li> </ul>



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

Course: Health, Safety, and Nutrition

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Health, Safety, and Nutrition</b>	 <b>Unit 5, Framework as a Resource</b>
Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.	
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.	
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	
Discuss the value of collaboration with families and the community.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



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

Course: Teaching in a Diverse Society

<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</b>	<b>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	
<b>Course: Teaching in a Diverse Society</b>	 <b>Unit 5, Framework as a Resource</b>
Critique 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.	
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 3</li> </ul>
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 3</li> </ul>



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

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<b>Course: Practicum-Field Experience</b>	 <b>Unit 5, Framework as a Resource</b>
Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	
Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 3</li> </ul>
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> <li>• Unit 5, Key Topic 2</li> </ul>
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	
Critically assess one's own teaching experiences to guide and inform practice.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> <li>• Unit 5, Key Topic 1</li> <li>• Unit 5, Key Topic 2</li> <li>• Unit 5, Key Topic 3</li> </ul>