|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(CHDV B36)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. 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. Define, explain and apply constructivist theory in curriculum planning for young 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. | Pre-test/Post-test | 1 | I, II, III | N/A |
| 2. Evaluate the teachers’ role in providing best and promising practices in early childhood programs. Objectives: Evaluate the role of the teacher in supporting development Identify key ways in which the environment functions as an essential component of curriculum. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity. Define how curriculum plans can be modified for inclusion of children with special needs. Demonstrate through several specific lesson plans the value and sequence of a child’s ability to construct and represent her/his world through symbols. Evaluate teacher behaviors for best practices re | Pre-test/Post-test | 1,2,3,4 | I, II, III | N/A |
| 3. Compare and contrast play-based curriculum that supports children’s cognitive, language, creative, physical and social/emotional development. Objectives: Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment, and teaching approaches that support optimum learning and development for all young children. 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 the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum. Identify various ways of engaging with children’s fam | Pre-test/Post-test | 1,3 | II, III | N/A |
| 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. 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. 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. Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills. | Pre-test/Post-test | 1,2,3 | I, II, III | N/A |
| **PLOs:**  1. Demonstrate an understanding of developmentally appropriate curriculum and explain principles and practices pertaining to child development.  2. Explain topics concerning the child, family, and community, and will be able to demonstrate pediatric CPR and first aid.  3. Compose observations and assessments, compare and contrast the development of children on children from infancy to adolescents considering culture and typical and atypical needs.  4. Demonstrate an understanding of the needs of infant/toddler and children with special needs, according to their mastery specialization. The master teacher will be able to design a care plan for the needs of infant and toddlers or special education children commensurate to their specialization.  **ILOs:**   1. **Think critically and evaluate sources and information for validity and usefulness.** 2. **Communicate effectively in both written and oral forms.** 3. **Demonstrate competency in a field of knowledge or with job-related skills.** 4. **Engage productively in all levels of society – interpersonal, community, the state and nation, and the world.**   **GELOs:**  **Use the GE categories from the catalog if this is a GE course.**  **A-E** | | | | |
|  | | | | |