

*California Community Colleges Curriculum Alignment Project – CAP Transitional Kindergarten
Course Outline*

Title: CA Preschool Foundations & Frameworks: Social and Emotional

Short Title: CA FOUN/FRAM SOC-EMO

Course Description

Introduction to the social and emotional development domain of the California Preschool Learning Foundations and Frameworks including the strands of self, social interaction, and relationships. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.

Student Learning Outcomes

Upon successful completion of this class, students will be able to:

1. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP).
2. Plan environments and experiences, based on observation of children, to support children’s development of self-regulation and social skills.
3. Describe how teachers can collaborate with parents and other caregivers to support children’s social and emotional development.

Objectives

In this class, students will:

1. Define the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP).
2. Use knowledge of the social and emotional strands to select materials and plan meaningful experiences in the classroom to promote children’s development of social and emotional awareness and skills.
3. Describe opportunities to include practice of social skills and emotional regulation into daily routines and across all areas of the curriculum.

Content

- I. Introduction to the California Preschool Learning Foundations: Social and Emotional Development
 - A. Purpose and use
 - B. Relationship to Desired Results Developmental Profile (DRDP)

- II. Social and Emotional strands
 - A. Self
 - B. Social interaction
 - C. Relationships

- III. Implementation of the Foundations and Frameworks
 - A. Planning based on observation of children’s interests, skills and abilities
 - B. Daily experiences and routines as a vehicle to provide diverse opportunities for children to learn and use social skills
 - C. Environments and interactions that promote social and emotional development
 - D. Opportunities to include practice of social skills and emotional regulation in daily routines and across all areas of the curriculum

 - IV. Supporting English language learners in developing English literacy skills while concurrently developing social skills and emotional regulation

 - V. Partnering with parents and other caregivers to provide supportive environments
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METHODS OF EVALUATION

Assignments	Method of Evaluation
Written assignments	Students will be evaluated on their ability to plan for social and emotional development through written curriculum proposals.
Problem solving demonstrations	Students will be evaluated on the ability to select and/or develop supportive environments, materials and interactions based on their observations of individual children. b. Students will be evaluated on the quality of their suggestions for family involvement related to social and emotional supports in the classroom.
Skill demonstrations	Students will be evaluated on their descriptions of how opportunities for social and emotional development can be integrated into daily routine and across all areas of the curriculum.
Examinations	Students will be evaluated on their knowledge of the social and emotional development strands through multiple choice and/or essay exams as well as through their performance on course assignments.