



## **CFS 286 - Preschool and Early Primary Development for the Transitional Kindergarten Teacher Course Outline**

**Approval Date:** 05/12/2022

**Effective Date:** 08/12/2022

### **SECTION A**

**Unique ID Number** CCC000632643

**Discipline(s)** Early Childhood Education

**Division** Career Education and Workforce Development

**Subject Area** Child Family Studies

**Subject Code** CFS

**Course Number** 286

**Course Title** Preschool and Early Primary Development for the Transitional Kindergarten Teacher

**TOP Code/SAM Code** 1305.00 - Child Development\* / C - Occupational

**Rationale for adding this course to the curriculum** Dev. to meet exigent circumstances for TK in school districts and the requirement for early education class and the projection that 10000 teachers will need the classes

**Units** 3

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### **Contact Hours**

**Lecture** 54.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 108.00

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**Total Contact Hours** 54

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment** 20

**Grading Option** Letter Grade or P/NP

**Distance Education** On-Campus  
**Mode of Instruction** Hybrid  
Entirely Online

## SECTION B

### General Education Information:

## SECTION C

### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** Examines theories of development and the developmental processes focusing on children ages 3-6. Developmental benchmarks in the physical, cognitive, social, emotional, and language domains are identified as well as the multiple influences that impact children's development. This course is designed for those working with students in transitional kindergarten, kindergarten, and early education classrooms.

### Schedule Description

## SECTION D

### Condition on Enrollment

- 1a. **Prerequisite(s):** *None*
- 1b. **Corequisite(s):** *None*
- 1c. **Recommended:** *None*
- 1d. **Limitation on Enrollment:** *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- A. Apply theoretical frameworks to promote children's learning.
- B. Describe development of children from 3-6 years in physical, cognitive, social, emotional, and language domains.
- C. Identify influences that impact children's development.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Use developmental theories to explain and plan for children's development and learning.
- B. Explain the developmental process and its variability.
- C. Describe development and benchmarks in each domain: physical, cognitive, social, emotional, and language.
- D. Discuss the influence of multiple factors on children's development.
- E. Identify the role and influence of home and school on children's growth and development.
- F.

#### 3. Course Content

I. Theories of development including but not limited to:

- A. Piaget
- B. Vygotsky

C. Gardner

D. Erikson

E. Kohlberg

F. Bronfenbrenner

G. Maslow

II. Developmental process

A. Biological and environmental interactions

B. Intersection of developmental domains

C. Developmental benchmarks

D. Normative and individual variations

III. Developmental domains

A. Physical

1. Brain development

2. Motor development

3. Sensory development

4. Perceptual development

5. Growth patterns

B. Cognitive

1. Conceptual learning

2. Executive function

a) Ability to focus

b) Reasoning

c) Problem solving

d) Planning

3. Information processing

4. Pre-operational thinking

5. Concrete-operational thinking

C. Social and emotional

1. Emotional-regulation

2. Social knowledge and understanding

3. Social skills

4. Moral and ethical development

5. Relationships

6. Social dispositions

7. Identity

D. Language

1. Language acquisition

2. Theories of language development

3. English Learners

IV. Additional developmental influences such as:

A. Health and nutrition

B. Trauma

C. Culture

D. Socioeconomic factors

E. Environments

F. Families

G. Schools

**4. Methods of Instruction:**

**Discussion:**

**Lecture:**

**Online Adaptation:** Discussion, Lecture

**Explain how the online adaptation of the methods of instruction aligns with the course outcomes:** The online adaptation will specifically address and assess student SLO attainment through discussions and quizzes, and assignments that require application of content. Instructor will be available for questions and feedback.

**2. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

**Typical classroom assessment techniques**

Quizzes -- Multiple Choice and Short Answer quizzes growth and development of transitional kindergarten aged children.

Papers --

Projects -- Students will complete an observation of a 3-6-year-old child on a specific developmental domain and apply this information in planning an activity which will support the child's development and is culturally and developmentally appropriate.

Letter Grade or P/NP

**3. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Read Chapter 7 in the Developing Person.

B. Writing Assignments

Write a paper demonstrating your understanding of Bronfenbrenner's Ecological Systems theory by applying it to specific examples which indicates how a child's family and culture can influence and impact children's development.

C. Other Assignments

D.

**4. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Berger, Kathleen

Title: Developing Person Through Childhood and Adolescence

Publisher: Worth Publishers

Date of Publication: 2018

Edition: 11th

**B. Other required materials/supplies.**