



Philippine National
Research Center for Teacher Quality

Prototype Syllabi for Pre-service Teacher Education
Compendium Series

COMPENDIUM 2:

Early Childhood Education

Specialization Courses

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List of Acronyms

BTI	beginning teacher indicator
CLO	Course learning outcome
CMO	CHED Memorandum Order
COD	Center of Development
COE	Center of Excellence
ILO	Intended learning outcome
IM	Instructional material
OBE	Outcome-based Education
OECD	Organisation for Economic Co-operation and Development
PPST	Philippine Professional Standards for Teachers
PSG	Policies, Standards and Guidelines
PST	pre-service teacher
TEI	teacher education institution
TLA	teaching and learning activity
TOS	table of specifications

Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education

PROJECT BACKGROUND

Rationale

This compendium is one of ten in the series of **Prototype Syllabi on Priority Programs in Pre-service Teacher Education** developed through the Philippine National Research Center for Teacher Quality (RCTQ), with the Teacher Education Council (TEC) as lead, in partnership with select Centers of Excellence and Centers of Development in Teacher Education. The Development of PPST-based Prototype Syllabi on Priority Programs in Pre-Service Teacher Education Project aims to further align current teacher education curricula with the Philippine Professional Standards for Teachers (PPST) to ensure that the future educators are geared towards educating students for a long term and sustainable nation building.

The PPST-based prototype syllabi aim to provide a benchmark that TEIs can adopt or adapt to enhance their curricula. This promotes shared understanding and expectations of quality pre-service training throughout the country.

The Philippine Professional Standards for Teachers (PPST)

The National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) (DepEd Order No. 42, S. 2017) sets clear expectations of teachers along well-defined career stages. In adopting it, DepEd integrates PPST in all its professional development programs, learning and delivery systems, and HR systems. The DepEd adoption and integration of the PPST necessitate that Teacher Education Institutions (TEIs) align their curricula with what the department needs. The new CHED-issued PSGs on teacher education (2017) are based on PPST to ensure that every graduate of pre-service teacher education programs can cope with the demands of DepEd. The development of prototype syllabi supports new pre-service teacher education curriculum based on CHED requirements and DepEd needs.

"Teacher qualifications, teacher's knowledge and skills, make more difference for student learning than any other single factor."
(Darling-Hammond, 2011)

Linking Theory to Practice

The developed prototype syllabi do not only respond to the curricular requirements of the PPST and CHED's PSGs. A key feature of the syllabi is the inclusion of activities that give opportunities for pre-service teachers to put their learnings into practice. This supports international studies on linking theory to practice. According to Darling-Hammond (George Lucas Educational Foundation, 2001):

"It's hard to learn theoretical ideas in isolation, try to remember them for two years until you get to student teaching, and then all of sudden be put in a situation where you're supposed to implement something you've never seen in practice. That doesn't work. That's the old model of teacher education."

The prototype syllabi were anchored on the core principles of the **Pre-service Teachers' Practice-based Training (PSTePT) framework**, developed by RCTQ, with TEC as lead, and select COEs and CODs in teacher education. In this framework, practice-based teacher education training is described as experiential, developmental, formative, integrative and system-based. It is an attempt to integrate practicum into the course work of pre-service teachers starting from their professional education courses, by recommending the inclusion of experiential activities in the field like observations, interviews, and other opportunities to demonstrate their understanding of theories to actual practice.

Partnerships Towards Quality Pre-service Teacher Education

RCTQ and TEC partnered with select teacher education institutions on the development of 10 compendiums of prototype syllabi. Two to three TEIs collaboratively worked on one compendium/priority program. Three to four writers per institution were sent to attend a series of writeshops, reviews and validation to finalize the outputs.

Partner institutions in the development of the PPST-based Prototype Syllabi

CORDILLERA ADMINISTRATIVE REGION



Benguet State University

Values Education



University of the Cordilleras

Social Studies



Saint Louis University

Values Education

REGION I



Pangasinan State University

Social Studies

REGION II



Saint Mary's University

Science

REGION III



Angeles University Foundation

Physical Education

REGION V



Ateneo De Naga University

Elementary Education



Bicol University

Elementary Education

REGION VIII



Leyte Normal University

Filipino



Southern Leyte State University

Filipino

REGION VII



University of San Jose-Recoletos

English



Cebu Normal University

English

REGION IX



Ateneo De Zamboanga University

Mathematics



Western Mindanao State University

Professional Education

REGION X



Bukidnon State University

Professional Education



Xavier University

Xavier University

Mathematics

NATIONAL CAPITAL REGION



Centro Escolar University

Early Childhood Education



De La Salle University - Manila

Science



Philippine Normal University

*Professional Education
Physical Education*



University of Asia and the Pacific

Early Childhood Education

PPST-BASED PROTOTYPE SYLLABI PRIORITY PROGRAMS

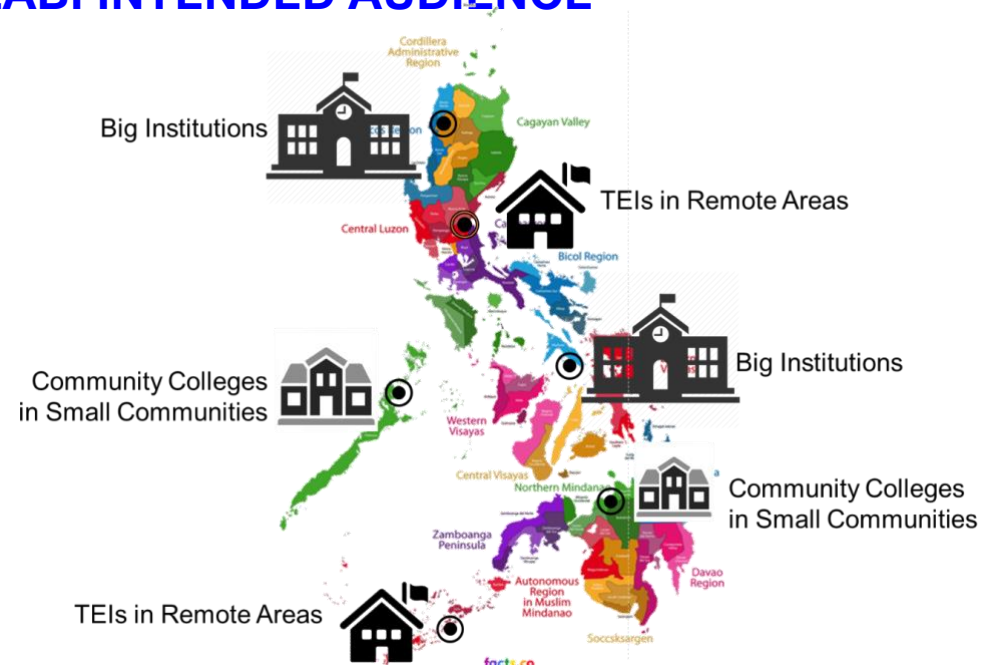
The priority programs were selected based on various consultations. The prototype syllabi are on the following programs:

- Early Childhood Education
- Elementary Education
- English
- Filipino
- Mathematics
- Physical Education
- Science
- Social Studies
- Values Education

PPST-BASED PROTOTYPE SYLLABI INTENDED AUDIENCE

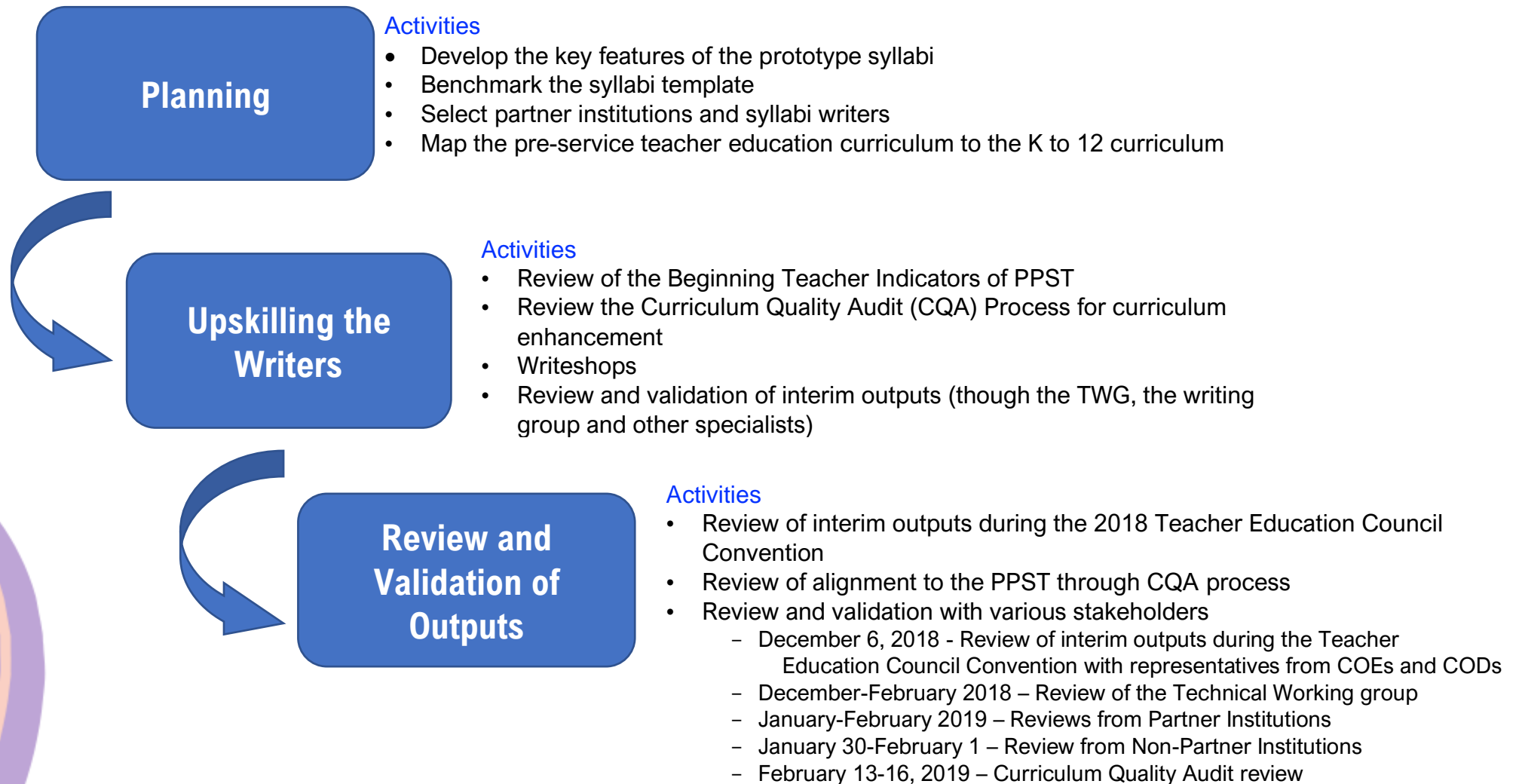
The developed prototype syllabi are intended to assist all TEIs in the country. Specifically, they were developed to assist community colleges, colleges in remote areas, and other teacher education institutions to have further guidance in enhancing their teacher education curriculum.

Through established partnerships with COEs and CODs in teacher education across the country and the guidance of the Teacher Education Council, the continuity of the usability and impact of the PPST-based prototype syllabi is ensured.



THE PROTOTYPE SYLLABI DEVELOPMENT PROCESS

The development followed three key phases:



GUIDE TO THE PROTOTYPE SYLLABI COMPENDIUM

This compendium is one of 10 in the PPST-based Prototype Syllabi in Pre-service Teacher Education Compendium Series:

Compendium 1: Professional Education Courses

Compendium 2: Early Childhood Education Specialization Courses

Compendium 3: Elementary Education Specialization Courses

Compendium 4: English Specialization Courses

Compendium 5: Filipino Specialization Courses

Compendium 6: Mathematics Specialization Courses

Compendium 7: Physical Education Specialization Courses

Compendium 8: Science Specialization Courses

Compendium 9: Social Studies Specialization Courses

Compendium 10: Values Education Specialization Courses

Each compendium contains prototype syllabi that Teacher Education Institutions (TEIs) could either adapt or adopt. Parts of the prototype syllabi template were benchmarked from local and international sources and were agreed upon by the Technical Working Group and partner institutions.

GUIDE TO READING AND UNDERSTANDING THE PPST-BASED PROTOTYPE SYLLABI

Each prototype syllabi contains the common parts like:

- Institutional Logo and other information
- Vision, Mission and College Goals
- Class Information/Schedule
- Instructor's Information
- Course Information

Institution Logo	Name of Institution College Name Department	Date Last Revised Revision Date Semester Adopted
Vision		Mission
College Goals		
Program Outcomes		
Class Information		Instructor's Information
Section		Instructor's Name
Schedule		Office Designation
Time		Office Hours
Venue		Office Telephone
Term		E-mail Address

Course Information			
Course Name	Assessment in Learning 1	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
<ul style="list-style-type: none"> • Major Exams • Summative quizzes • Per unit outputs as specified in the assessment • End of course learning log (reflective journal) and portfolio (compilation of assessment outputs) on test development 			
Grading System			

Course Description	Course Description BTIs
This course focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It takes pre-service teachers through the standard steps in test construction and development, the application of grading systems, and the provision of timely, accurate, and constructive feedback to improve learner performance. Trends and issues related to assessment are also addressed.	1.1.1; 5.1.1; 5.3.1, 5.5.1
Course Learning Outcomes <i>At the end of the course, pre-service teachers should be able to:</i>	Course Learning Outcomes BTIs
[1] demonstrate current, research-based knowledge and understanding of the basic concepts and principles of assessment and how they are applied in teaching and learning;	1.1.1; 1.2.1
[2] identify learning outcomes that are aligned with learning competencies;	4.2.1
[3] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements;	5.1.1
[4] demonstrate knowledge of monitoring and evaluating learner progress using learner attainment data;	5.2.1
[5] demonstrate understanding of the role of assessment in making instructional decisions;	5.5.1
[6] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and	5.3.1
[7] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	5.4.1

These parts were intentionally left blank and will be up to the teacher education institution, college of education and/or the faculty handling the course to fill in.

The remaining parts have been filled in by the technical working group, research team and writers. They are designed to be adopted or to serve as a benchmark and model that may be adapted by teacher education institutions, colleges of education and/or the faculty handling the course.

Course Information	
Course Name	Assessment in Learning 1
Pre-requisite Subject	
Course Requirements	
Grading System	
Course Description	BTIs covered
This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes on the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in the test construction and development, and the application of grading system in order to provide timely, accurate, and constructive feedback to improve learner's performance. Trends and issues related to assessment will also be addressed.	1.1.1; 5.1.1; 5.3.1
Course Outcomes	BTIs covered
At the end of the course, the pre-service teachers can: [1] demonstrate understanding of the basic concepts and principles of assessment based on recent developments and research and how they are applied in teaching and learning; [2] demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements; [3] demonstrate understanding the role of assessment in making instructional decisions; [4] demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and [5] demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	1.1.1; 1.2.1 5.1.1 5.5.1 5.3.1 5.4.1

Course Description

The course descriptions are enhanced versions of the course descriptions in the Policies, Standards and Guidelines (PSGs). Enhancements include additional inputs and/or elaboration using the language of the PPST to clarify the intent of the course and make the alignment to the PPST more explicit.

Course Learning Outcomes

The course outcomes use the language of the standards to make alignment to the standards more explicit. The course outcomes are constructively aligned with the course description, content and assessment.

Beginning Teacher Indicator (BTI) coverage

The column for Beginning Teacher Indicators (BTIs) is a new feature in pre-service teacher education syllabi. It shows which BTIs are addressed/covered by a course. It also shows where BTIs are covered, specifically in the description, course learning outcomes, content and assessment. Mapping course components to BTIs promotes constructive alignment, that is the intentional alignment of course content, assessment and feedback to achieve course learning outcomes (Biggs, 2003; Biggs & Tang, 2011). Examining **alignment of outcomes, content and assessment** supports constructive alignment in outcomes-based pre-service teacher education.

Time Allotment

The Time Allotment column indicates the recommended duration to cover the content.

Intended Learning Outcomes (ILOs)

The ILOs column presents outcomes which are specific to the content covered. It presents what pre-service teachers should be able to know or do after covering the topics.

The ILOs are learner-centered rather than content-centered. They provide guidance on the focus and intent of the content to be covered.

Content

The Content column outlines topics to be covered.

Mapping to the CLOs

Aside from the BTI coverage, the prototype syllabi also map ILOs and the Suggested Assessment to the corresponding CLO/s, to ensure constructive alignment.

Example: 1.1.1 [A]

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs/ CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs/ CLOs
Week 1-2	At the end of the unit, the pre-service teacher (PST) can: a. explain the basic concepts related to child and adolescent development; and b. explain how current research and theories on child and adolescent development contribute to teaching and learning within and across different areas.	1.1.1 [1] 1.2.1 [2]	Unit 1 – Basic Concepts A. Definitions of Child and Adolescent Learners 1. Definitions from UNESCO, UNICEF and WHO B. Growth and Development: Nature or Nurture? C. Periods of Development D. Developmental Tasks and Education (Havighurst) E. Domains of Development 1. Biological 2. Cognitive 3. Socio-emotional F. Context and Development G. Development and Pedagogy: Theory and Research 1. Theories and hypotheses 2. Methodology 3. Integrating theory and practice	Facilitated discussion using comparative study. A comparative discussion of the definition and characteristics of child and adolescent learners coming from various sources or authorities. Advanced reading/research. Topics on growth and development may be given in advance to PSTs in small groups to prepare them for debate and further discussions. Explicit Instruction. This shall involve modelling, guided learner practice and independent learner practice. Current research shall be used to highlight key concepts, with emphasis on the integration of theory into practice. Online journal search strategies will also be introduced to promote PSTs' academic literacy.	Summative quizzes Unit learning log or reflective journal. Infographic. The PST, individually or in small groups, will <i>explain</i> the basic concepts related to child and adolescent learners' development and growth using text and graphic presentation or infographic. The output will be presented in class or exhibited in a gallery. Debate. Debate may also be used to assess PSTs' understanding of the "nature or nurture" issue based on their research. Groupings will be pre-determined to guide PSTs in their research. Premium will be given on the justifications and clarity of points. Library/Online research. This involves the systematic gathering of information in order to write a paper, create a presentation, or complete a project. As used in this context, pre-service teachers shall gather research information on identified topics from journals. The preservice teachers shall focus on	1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2] 1.1.1 [1] 1.2.1 [2]

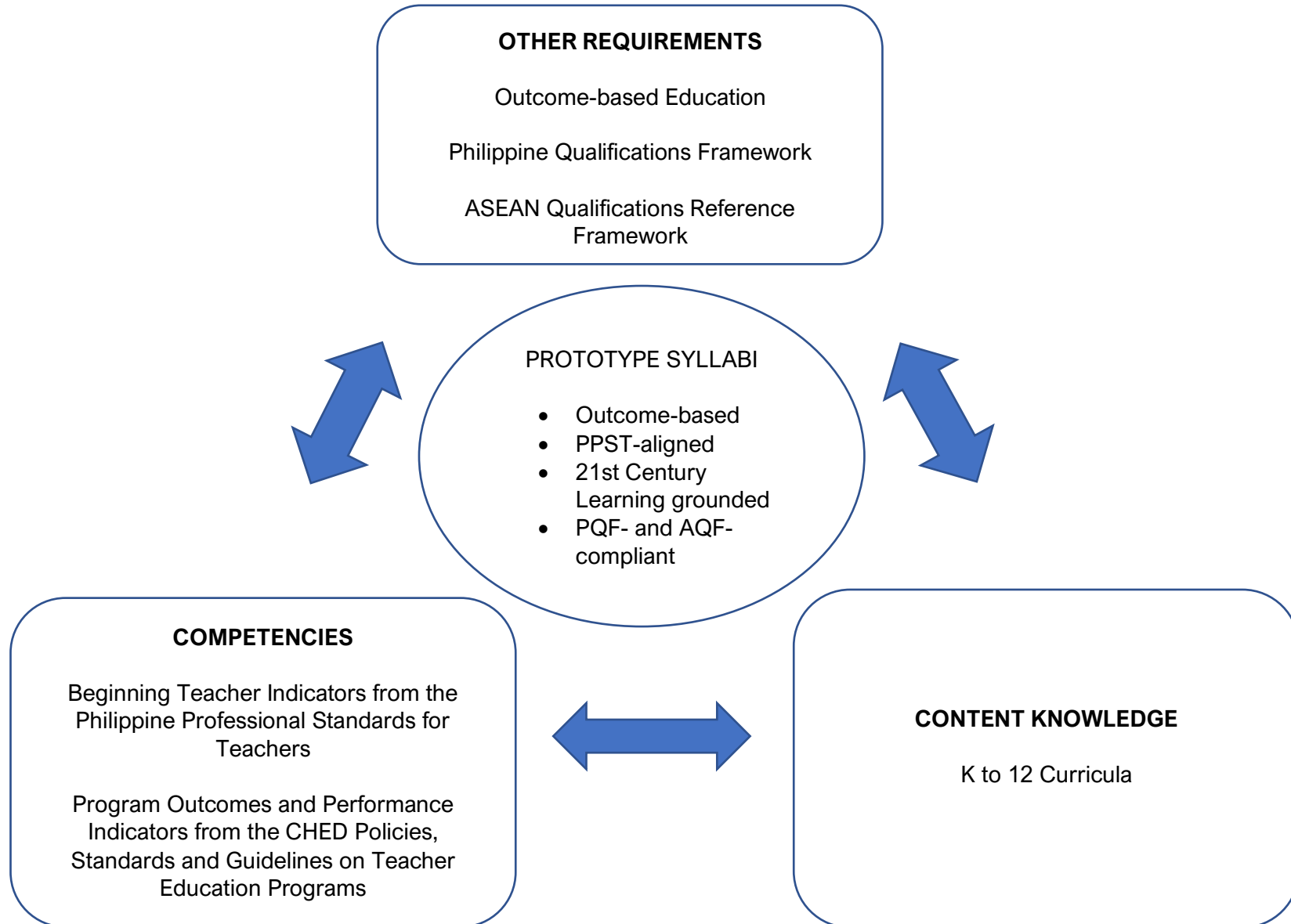
Suggested Teaching Learning Activities (TLAs)

The Suggested TLAs column indicates recommended activities to deliver the content and help facilitate the pre-service teachers' achievement of the ILOs.

Suggested Assessment

The Suggested Assessment column indicates recommended formative or summative activities to measure the achievement of the ILOs and/or mastery of the content covered.

FEATURES OF THE PROTOTYPE SYLLABI



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THE BEGINNING TEACHER INDICATORS

Domain 1: Content Knowledge and Pedagogy	Domain 2: Learning Environment	Domain 3: Diversity of Learners
1.1.1 Demonstrate content knowledge and its application within and/or across curriculum teaching areas.	2.1.1 Demonstrate knowledge of policies, guidelines and procedures that provide safe and secure learning environments.	3.1.1 Demonstrate knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences.
1.2.1 Demonstrate an understanding of research-based knowledge and principles of teaching and learning.	2.2.1 Demonstrate understanding of learning environments that promote fairness, respect and care to encourage learning.	3.2.1 Implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds.
1.3.1 Show skills in the positive use of ICT to facilitate the teaching and learning process.	2.3.1 Demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	3.3.1 Use strategies responsive to learners with disabilities, giftedness and talents.
1.4.1 Demonstrate knowledge of teaching strategies that promote literacy and numeracy skills.	2.4.1 Demonstrate understanding of supportive learning environments that nurture and inspire learner participation.	3.4.1 Demonstrate understanding of the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.
1.5.1 Apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.	2.5.1 Demonstrate knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.5.1 Demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.
1.6.1 Use Mother Tongue, Filipino and English to facilitate teaching and learning.	2.6.1 Demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	
1.7.1 Demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.		

Domain 4: Curriculum and Planning	Domain 5: Assessment and Reporting	Domain 6: Community Linkages and Professional Engagement	Domain 7: Personal Growth and Professional Development
4.1.1 Prepare developmentally sequenced teaching and learning processes to meet curriculum requirements.	5.1.1 Demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	6.1.1 Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts.	7.1.1 Articulate a personal philosophy of teaching that is learner-centered.
4.2.1 Identify learning outcomes that are aligned with learning competencies.	5.2.1 Demonstrate knowledge of monitoring and evaluation of learner progress and achievement using learner attainment data.	6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community.	7.2.1 Demonstrate behaviors that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.
4.3.1 Demonstrate knowledge in the implementation of relevant and responsive learning programs.	5.3.1 Demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance.	6.3.1 Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the Code of Ethics for Professional Teachers.	7.3.1 Seek opportunities to establish professional links with colleagues.
4.4.1 Seek advice concerning strategies that can enrich teaching practice.	5.4.1 Demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement.	6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationships with the wider school community.	7.4.1 Demonstrate an understanding of how professional reflection and learning can be used to improve practice.
4.5.1 Show skills in the selection, development and use of a variety of teaching and learning resources, including ICT, to address learning goals.	5.5.1 Demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs.		7.5.1 Demonstrate motivation to realize professional development goals based on the Philippine Professional Standards for Teachers.

THE PPST-BASED EARLY CHILDHOOD EDUCATION COURSES PROTOTYPE SYLLABI

Document Bases:

CMO No. 76, s. 2017: Policies, Standards, and Guidelines for Bachelor of Early Childhood Education (BECEd)
Standards and Competencies for Five-Year-Old Filipino Children [May 2016]
Philippine Professional Standards for Teachers (DO 42, s 2017)

Total Number of
Specialization Courses

21

Available Specialization
Course Outputs

21

Total Number of
Elective Courses

0

Available Elective Course
Outputs

0

Lead Writers:



Secondary Writers/ Reviewers:



Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <p>6.3.b. Demonstrate appreciation for diversity</p>
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Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Child Development	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
<p>This course focuses on an in-depth and critical study of the development of learners in three levels: a.) infant and toddler, b.) preschool and c.) K-3 levels (ages 0-8) considering the different domains and the multiple interacting influences. It demonstrates knowledge and understanding of the young learners' gender, needs, strengths, interests and experiences. It provides opportunities to observe and interact with children from the three levels in their home and school environment to build preservice teachers' positive disposition and readiness in preparing developmentally appropriate learning environment, teaching and assessment.</p>	<p>1.1.1 3.1.1</p>
Course Learning Outcomes	BTIs covered
<p><i>At the end of the course, the pre-service teachers should be able to:</i></p> <ul style="list-style-type: none"> A. demonstrate understanding of the different developmental milestones of 1. Infants and toddlers, 2. preschoolers, and 3. K to 3 in all developmental domains; B. apply critical and creative thinking/ and or higher order thinking skills in analyzing the implications of child development principles to teaching and learning; C. demonstrate fairness, respect and a caring attitude towards children; D. observe and interact with young learners in their home and school environment; E. write and prepare child development reports based on their observation and interactions with young learners in their home and school environment; and F. demonstrate understanding of supportive learning environments that nurture and inspire learner participation. 	<p>1.1.1 1.5.1 2.2.1 2.4.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs CLOs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs CLOs
Week 1	At the end of the week, the pre-service teacher (PST) can: a. define child development in their own words; and b. discuss the meaning, basic concepts and approaches in child development. c. describe the developmental tasks in each developmental stage.	1.1.1 1.1.1 1.1.1	A. Principal Concepts in Child Development 1. Child Development: Meaning, Concepts, and Approaches 2. The Stages of Development and Developmental Tasks	<ul style="list-style-type: none"> Use of graphic organizers to summarize the principal concepts in child development Class Discussion on the meaning, basic concepts and approaches in child development Using a timeline chart, students will identify the developmental tasks in each developmental stage in a child's development Use of timeline to identify the developmental tasks in each developmental stage in a child's development 	<ul style="list-style-type: none"> Output: Graphic organizers Quiz on the meaning, basic concepts and approaches in child development Quiz and a timeline chart on the developmental tasks in each developmental stage in a child's development 	1.1.1 1.1.1 1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) can: a. discuss issues related to child development; and b. analyze position statements on child development.	1.1.1 1.1.1 6.3.1	3. Issues on Child Development	<ul style="list-style-type: none"> Holding a panel discussion on issues related to child development Writing a reflection paper related to the position statements on child development 	<ul style="list-style-type: none"> Panel discussion with a scoring rubric Reflection paper related to the position statements on child development 	1.1.1 1.1.1 6.3.1 7.4.1

Week 5	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. trace the physical development of infants and toddlers;</p> <p>b. identify and enumerate factors that can enhance and impede the physical development of infants and toddlers; and</p> <p>c. draw implications of these physical development on the child, education and parenting</p>	<p>1.1.1 A</p> <p>1.1.1 A</p> <p>1.5.1 A, B, F</p>	<p>C. Infancy and Toddlerhood</p> <p>1. Physical Development of Infants and Toddlers</p> <p>1.1 Reflexes 1.2 Fine motor skills 1.3 Gross motor skills 1.4 Vision 1.5 Sensory Development</p>	<ul style="list-style-type: none"> Using a timeline chart, students will identify the significant milestones in the physical development of infants and toddlers Interactive discussion on factors that can enhance and impede the physical development of infants and toddlers Writing of a reflection paper on the implications of the physical development on the child, education and parenting 	<ul style="list-style-type: none"> Output: timeline chart of the physical development of infants and toddlers Quiz on factors that affect the physical development of infants and toddlers Output: Reflection paper and a scoring rubric 	<p>1.1.1</p> <p>1.1.1</p> <p>1.5.1 7.4.1</p>
Week 6	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. trace the cognitive development of infants and toddlers;</p> <p>b. identify and enumerate factors that can enhance and impede the cognitive development of infants and toddlers; and</p> <p>c. draw implications of these cognitive development on the child, education and parenting.</p>	<p>1.1.1 A</p> <p>1.1.1 A</p> <p>1.5.1 A, B</p>	<p>2. Cognitive Development of Infants and Toddlers</p> <p>2.1. Communication development 2.2. Language development</p>	<ul style="list-style-type: none"> Using a timeline chart, students will identify the significant milestones in the cognitive development of infants and toddlers Interactive discussion on factors that can enhance and impede the cognitive development of infants and toddlers Writing of a reflection paper on the implications of the cognitive development on the child, education and parenting 	<ul style="list-style-type: none"> Output: timeline chart of the cognitive development of infants and toddlers Quiz on factors that affect the cognitive development of infants and toddlers Output: Reflection paper and a scoring rubric 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1 7.4.1</p>

Week 7	At the end of the week, the pre-service teacher (PST) can: a. trace the socio-emotional development of infants and toddlers; b. identify and enumerate factors that can enhance and impede the socio-emotional development of infants and toddlers; and c. draw implications of these socio-emotional development on the child, education and parenting.	1.1.1 1.1.1 1.5.1 A, B	3. Socio-emotional Development of Infants and Toddlers	<ul style="list-style-type: none"> Using a timeline chart, students will identify the significant milestones in the socio-emotional development of infants and toddlers Interactive discussion on factors that can enhance and impede the socio-emotional development of infants and toddlers Writing of a reflection paper on the implications of the socio-emotional development on the child, education and parenting 	<ul style="list-style-type: none"> Output: timeline chart of the socio-emotional development of infants and toddlers Quiz on factors that affect the socio-emotional development of infants and toddlers Output: Reflection paper and a scoring rubric 	1.1.1 1.1.1 1.1.1 7.4.1
Week 8	At the end of the week, the pre-service teacher (PST) can: a. apply pedagogies of learning and teaching for infant and toddlers.	1.1.1 1.2.1 B, D, E	4. Synthesis of the Physical, Cognitive, and Socio-emotional Development of Infants and Toddlers	<ul style="list-style-type: none"> Summarizing of the key characteristics of infants' and toddlers' development and indicating the pedagogical principles that apply to the teaching-learning process for infants and toddlers Observing the physical, cognitive, and socio-emotional development in infancy and toddlerhood 	<ul style="list-style-type: none"> Synopsis and quiz on the key characteristics of infants' and toddlers' development Observation notes on the physical, cognitive, and socio-emotional development in infancy and toddlerhood 	1.1.1 1.1.1
Week 9	At the end of the week, the pre-service teacher (PST) can: a. trace the physical development of preschoolers	1.1.1 A	D. Preschoolers 1. Physical Development of Preschoolers 1.1 Fine motor skills 1.2 Gross motor skills	<ul style="list-style-type: none"> Using a timeline chart, students will identify the significant 	<ul style="list-style-type: none"> Output: timeline chart of the physical development of preschoolers 	1.1.1

	<p>b. identify and enumerate factors that can enhance and impede the physical development of preschoolers</p> <p>c. draw implications of these physical development on the child, education and parenting</p>	<p>1.1.1 A</p> <p>1.5.1 A, B, F</p>		<p>milestones in the physical development of preschoolers</p> <ul style="list-style-type: none"> Interactive discussion on factors that can enhance and impede the physical development of preschoolers Writing of a reflection paper on the implications of the physical development on the child, education and parenting 	<ul style="list-style-type: none"> Quiz on factors that affect the physical development of preschoolers Output: Reflection paper and a scoring rubric 	<p>1.1.1</p> <p>1.1.1 7.4.1</p>
Week 10	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. trace the cognitive development of preschoolers;</p> <p>b. identify and enumerate factors that can enhance and impede the cognitive development of preschoolers; and</p> <p>c. draw implications of these cognitive development on the child, education and parenting.</p>	<p>1.1.1 A</p> <p>1.1.1 A</p> <p>1.5.1 A, B</p>	<p>2. Cognitive Development of Preschoolers</p> <p>2.1. Communication development</p> <p>2.2. Language development</p>	<ul style="list-style-type: none"> Using a timeline chart, students will identify the significant milestones in the cognitive development of preschoolers Interactive discussion on factors that can enhance and impede the cognitive development of preschoolers Writing of a reflection paper on the implications of the cognitive development on the child, education and parenting 	<ul style="list-style-type: none"> Output: timeline chart of the cognitive development of preschoolers Quiz on factors that affect the cognitive development of preschoolers Output: Reflection paper and a scoring rubric 	<p>1.1.1</p> <p>1.1.1</p> <p>1.1.1 7.4.1</p>
Week 11	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. trace the socio-emotional development of preschoolers;</p>	<p>1.1.1 A</p> <p>1.1.1 A</p>	<p>3. Socio-emotional Development of Preschoolers</p>	<ul style="list-style-type: none"> Using a timeline chart, students will identify the significant milestones in the socio-emotional development of preschoolers 	<ul style="list-style-type: none"> Output: timeline chart of the socio-emotional development of preschoolers 	<p>1.1.1</p>

	<p>b. identify and enumerate factors that can enhance and impede the socio-emotional development of preschoolers; and</p> <p>c. draw implications of these socio-emotional development on the child, education and parenting.</p>	1.5.1 A, B		<ul style="list-style-type: none"> Interactive discussion on factors that can enhance and impede the socio-emotional development of preschoolers Writing of a reflection paper on the implications of the socio-emotional development on the child, education and parenting 	<ul style="list-style-type: none"> Quiz on factors that affect the socio-emotional development of preschoolers Output: Reflection paper and a scoring rubric 	1.1.1 1.1.1 7.4.1
Week 12	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. apply pedagogies of learning and teaching appropriate for preschoolers.</p>	1.1.1 1.2.1 B, D, E	4. Synthesis of the Physical, Cognitive, and Socio-emotional Development of Preschoolers	<ul style="list-style-type: none"> characteristics of preschoolers' development and indicating the pedagogical principles that apply to the teaching-learning process for preschoolers Observing the physical, cognitive, and socio-emotional development of pre-schoolers 	<ul style="list-style-type: none"> Synopsis and quiz on the key characteristics of preschoolers' development Observation notes on the physical, cognitive, and socio-emotional development in infancy and toddlerhood 	1.1.1 1.1.1
Week 13	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. trace the physical development of primary schoolers;</p> <p>b. identify and enumerate factors that can enhance and impede the physical development of primary schoolers; and</p>	1.1.1 A 1.1.1 A 1.5.1 A, B, F	E. Primary Schoolers 1. Physical Development of Primary Schoolers 1.1. Fine motor skills 1.2. Gross motor skills	<ul style="list-style-type: none"> Using a timeline chart, students will identify the significant milestones in the physical development of primary schoolers Interactive discussion on factors that can enhance and impede the physical development of primary schoolers Writing of a reflection paper on the implications of the physical 	<ul style="list-style-type: none"> Output: timeline chart of the physical development of primary schoolers Quiz on factors that affect the physical development of primary schoolers Output: Reflection paper and a scoring rubric 	1.1.1 1.1.1 1.1.1 7.4.1

Week 16	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. apply pedagogies of learning and teaching appropriate for primary schoolers.</p>	1.1.1 1.2.1 B, D, E	<p>4. Synthesis of the Physical, Cognitive, and Socio-emotional Development of Primary Schoolers</p>	<ul style="list-style-type: none"> • Summary of the key characteristics of primary schoolers' development and indicating the pedagogical principles that apply to the teaching-learning process for primary schoolers • Observing the physical, cognitive, and socio-emotional development in infancy and toddlerhood 	<ul style="list-style-type: none"> • Synopsis and quiz on the key characteristics of primary schoolers' development • Observation notes on the physical, cognitive, and socio-emotional development in infancy and toddlerhood 	1.1.1 1.1.1
Week 17	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain the various types of screening programs and assessment instruments and tests; and</p>	1.1.1 1.5.1 A, B 1.1.1	<p>F. When to Seek Help?</p>	<ul style="list-style-type: none"> • Discussion on the various types of screening programs and assessment instruments and tests • Noting the similarities and differences of the various types of screening programs and assessment instruments and tests • Conducting an interview on one's own parents about his/her own birth and what screening programs and assessment tests did the he/she went through (this activity may also be carried out with any woman who has given birth and is willing to discuss about screening programs) • Inviting a professional to talk about red flags, developmental 	<ul style="list-style-type: none"> • Quiz on the various types of screening programs and assessment instruments and tests • Output: matrix of the similarities and differences of the various types of screening programs and assessment instruments and tests • Analysis of the answers on the interview and a reflection paper 	1.1.1 1.1.1 5.1.1 1.5.1 7.4.1 1.1.1 7.4.1

	b. discuss and define red flags, developmental delays and irregularities in the child's development.	A, B		<p>delays and irregularities in the child's development</p> <ul style="list-style-type: none"> Collecting samples of developmental checklists used in early childhood education and noting their similarities and differences Observing a child and using of developmental checklists 	<ul style="list-style-type: none"> Reflection paper about the red flags, developmental delays and irregularities in the child's development shared by the invited professional Consolidated samples of the developmental checklists used in early childhood education and a matrix on the checklists' similarities and differences Output: Result of the developmental checklist 	<p>5.1.1</p> <p>5.2.1 5.4.1</p>
Week 18	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain the legislative acts and public policies related to child development, prevention, early identification and appropriate intervention programs;</p> <p>b. communicate appropriate referrals; and</p> <p>c. enumerate available resources and direct services (e.g., agencies and organizations) related to child development, prevention, early identification and appropriate intervention programs.</p>	<p>6.3.1 A, B</p> <p>5.2.1 5.3.1 5.4.1 6.2.1 A, B, C</p> <p>7.3.1 A, B, C, F</p>	G. Where to Seek Help?	<ul style="list-style-type: none"> Interactive discussion on the legislative acts and public policies related to child development, prevention, early identification and appropriate intervention programs Conducting a group demonstration on the appropriate ways of communicating or implementing the referral process Collecting available resources and direct services Conducting an interview on at least two agencies or 	<ul style="list-style-type: none"> Quiz and reflection paper on the legislative acts and public policies related to child development, prevention, early identification and appropriate intervention programs Scoring rubric on the group demonstration Output: matrix showing a list of available resources, agencies and organizations and the services they offer 	<p>1.1.1 6.3.1 7.4.1</p> <p>1.2.1 5.3.1 5.4.1</p> <p>7.3.1</p> <p>7.4.1</p>

				organizations about child development, prevention, early identification and appropriate intervention programs	<ul style="list-style-type: none"> • Analysis and reflection paper on the answers gathered during the interview 	
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Suggested References

- Anonat, R. D. (2014). *Child and adolescent development*.
- Bergin, C.C. (2012). *Child and adolescent development in your classroom*. Australia: Wadsworth.
- Bjorklund, D. F. (2012) *Child & adolescent development: an integrated approach*. Australia: Wadsworth Cengage Learning.
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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <p>6.1.a. Articulate and discuss the latest developments in the specific field of practice</p> <p>6.3.e. Possess critical and problem solving skills</p> <p>6.3.f. Advocate for children’s rights, equity, community, nationalism, and democratic ideas</p>

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Health, Nutrition and Safety	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>This course centers on the basic concepts, principles and practices of child health, food and nutrition, and child safety for children ages 0 to 8. It provides opportunities to pre-service students to demonstrate content knowledge of relevant policies, guidelines and procedures and preventive practices that provide safe and secure learning environment, including ECCD in emergencies and child protection. It emphasizes on the importance of partnering with health professionals and building relationships with families and communities to help young children establish healthy lifestyles and achieve their learning potential.</p>	<p>BTIs covered</p> <p>1.1.1 2.1.1</p>
<p>Course Learning Outcomes</p> <p><i>At the end of the course, pre-service teachers should be able to:</i></p> <p>A. demonstrate content knowledge and application of basic concepts, principles, and practices of health, safety, and nutritional needs of children ages 0 to 8 years; and</p> <p>B. demonstrate knowledge of policies, procedures, and preventive strategies and their corresponding ethical standards that ensure safe and secure learning environments for young children.</p>	<p>BTIs covered</p> <p>1.1.1 2.1.1 2.11</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: a. analyze the impact of the early years on children's life-long health and nutritional status;	1.1.1 1.1.1 1.2.1	A. Foundations for Wellness in Young Children 1. Importance of nutrition and health in the early years 2. Current trends and relationships between	<ul style="list-style-type: none"> • Discussion • Based on researches, design an infographic on: 	<ul style="list-style-type: none"> • Quiz on foundations for wellness in young children • Infographic scoring rubric 	1.1.1 1.2.1 1.1.1, 1.2.1 1.1.1

	<p>b. explain how health, safety, and nutrition are interrelated;</p> <p>c. describe current trends affecting health, safety, and nutrition;</p> <p>d. describe the factors that influence children's health, safety, and nutritional status based on research; and</p> <p>e. describe the role of culture in children's health, safety, and nutrition.</p>	<p>1.1.1</p> <p>1.2.1</p> <p>1.2.1</p> <p>1.2.1</p>	<p>children's health, safety, and nutrition</p> <p>3. Factors that influence children's health safety and nutrition</p>	<p>1. Importance of nutrition and health</p> <p>2. current trends affecting children's health, safety and nutrition</p> <p>3. factors that influence children's health safety and nutrition</p>	<p>1.2.1</p> <p>1.2.1</p> <p>1.2.1</p>	
Weeks 2-3	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. explain the basics of early childhood nutrition;</p> <p>b. develop meal plans and snacks that meet children's nutritional needs;</p> <p>c. analyze the quality and developmental appropriateness of meal-time environments for infants; and</p> <p>d. analyze the quality and developmental appropriateness of meal-time environments for toddlers, preschoolers, and school-age children.</p>	<p>1.1.1</p> <p>A</p> <p>1.1.1</p> <p>A</p> <p>1.1.1</p> <p>A</p> <p>1.1.1</p> <p>A</p>	<p>B. Nutrition and the Healthy Child</p> <p>1. Basics of early childhood nutrition, including nutritional meal plans and snacks</p> <p>2. Developmentally appropriate mealtime environments for infants, toddlers, preschoolers, and primary children</p>	<ul style="list-style-type: none"> • Discussion • Preparation of simple nutritious snacks for children 	<ul style="list-style-type: none"> • Quiz on nutrition and the healthy child • Snacks prepared by the students will be assessed based on the following sample criteria: nutritional content, taste, presentation, and ease of preparation 	<p>1.1.1</p> <p>1.1.1</p> <p>3.1.1</p> <p>4.5.1</p>
Week 4	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain the nutrition standards, guidelines, and national initiatives on program and teaching practices;</p>	<p>2.1.1</p> <p>D</p> <p>2.1.1</p>	<p>C. Standards, Guidelines and National Initiatives</p> <p>1. Roles of standards, guidelines, and national initiatives for children's nutrition, safety, and health in program and teaching practices</p>	<ul style="list-style-type: none"> • Discussion • Interview resource persons on standards, guidelines and national 	<ul style="list-style-type: none"> • Quiz on standards, guidelines and national initiatives 	<p>2.1.1</p> <p>2.1.1</p> <p>6.2.1</p>

	<p>b. explain the safety standards, guidelines, and national initiatives on program and teaching practices; and</p> <p>c. explain the health standards, guidelines, and national initiatives on program and teaching practices.</p>	<p>C, D</p> <p>2.1.1</p> <p>D</p>		<p>initiatives on nutrition, health and safety and write about your insights gained from the interviews</p>	<ul style="list-style-type: none"> • Seatwork: develop program nutrition goals and design a weekly meal plan • Paper on insights scoring rubric 	<p>2.1.1</p>
<p>Week 5</p>	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain the importance of physical fitness of young children; and</p> <p>b. design movement activities for young children.</p>	<p>3.1.1</p> <p>A</p> <p>3.1.1</p> <p>A</p>	<p>D. Physical Fitness and Movement in Young Children</p> <ol style="list-style-type: none"> 1. Importance of Physical Fitness 2. Development of Movement 3. Movement Programs for Young Children 	<ul style="list-style-type: none"> • Discussion • Designing movement activities for young children • Observations on current movement programs/activities for children available in the Philippines (Gymboree, Little Gym, etc) 	<ul style="list-style-type: none"> • Quiz on physical fitness and movement in young children • Movement activities designed and performed by the students will be assessed based on the following scoring rubric: inclusion of locomotor and non-locomotor movements, easy to follow, fun, etc. • Observation report sheets/checklists scoring rubric 	<p>3.1.1</p> <p>3.1.1</p> <p>3.1.1</p> <p>5.1.1</p>
<p>Week 6</p>	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. enumerate health policies including safe medication administration;</p> <p>b. describe the teacher's role in managing illness and common infectious diseases; and</p> <p>c. explain healthy practices to prevent the spread of illness in early childhood settings.</p>	<p>2.1.1</p> <p>D</p> <p>1.1.1</p> <p>A</p> <p>1.1.1</p> <p>2.1.1</p> <p>A</p>	<p>E. Common Illnesses and Injuries</p> <ol style="list-style-type: none"> 1. Health policies in early childhood settings 2. Teacher's role in managing illness and common infectious diseases 3. Healthy practices to prevent the spread of illness 	<ul style="list-style-type: none"> • Discussion • Report on common illnesses and injuries in young children 	<ul style="list-style-type: none"> • Quiz on common illnesses and injuries • Reports will be assessed based on the following sample criteria: completeness, clarity, etc. 	<p>2.1.1</p> <p>1.1.1</p> <p>2.1.1</p>

Weeks 7-8	At the end of the week, the pre-service teacher (PST) can: a. describe the relationship between mental health and child development; b. apply strategies in creating a pro-social environment; c. demonstrate effective responses to aggressive behavior; and d. enumerate ways to address children's varied mental health needs.	1.1.1 A 4.5.1 2.2.1 E, F	F. Children's Emotional Health and Safety	<ul style="list-style-type: none"> • Discussion • Prepare a puppet show discussing to children ways to be friendly and safe 	<ul style="list-style-type: none"> • Quiz on children's emotional health and safety • Puppet show scoring rubric 	1.1.1 4.5.1 2.2.1
Weeks 9-10	At the end of these weeks, the pre-service teacher (PST) can: a. describe risk factors for child abuse and neglect Identify signs of child abuse and neglect; b. explain the DSWD guidelines and protocols for child abuse and neglect; and c. explain the early childhood educator's role in the prevention of child abuse and neglect.	3.4.1 D 3.4.1 D	G. Child Abuse and Neglect	<ul style="list-style-type: none"> • Discussion • Prepare an advocacy poster against Child Abuse and Neglect • Write a reflection on the early childhood educator's role in the prevention of child abuse and neglect 	<ul style="list-style-type: none"> • Quiz on child abuse and neglect • Advocacy poster scoring rubric • Reflection paper scoring rubric 	3.4.1 3.4.1, 4.5.1, 5.1.1 5.1.1, 7.4.1
Week 11	At the end of the week, the pre-service teacher (PST) can: a. identify the most common types of injuries in young children; b. explain policies and procedures for preventing and responding to emergencies; and	1.1.1 A 2.1.1 D	H. Effective Emergency Response	<ul style="list-style-type: none"> • Discussion • Prepare a First Aid Flip chart to describe what to do in case of an injury when a child is in your care 	<ul style="list-style-type: none"> • Quiz on effective emergency responses • First Aid Flip chart scoring rubric 	1.1.1 2.1.1

	c. Prepare a disaster response plan.	2.1.1 D				
Weeks 12-13	At the end of the week, the pre-service teacher (PST) can: a. design a safe early childhood indoor educational environment; b. design a safe early childhood outdoor educational environment; c. describe effective supervision in early childhood education settings Identify food safety issues; and d. evaluate safety practices.	2.1.1 D 2.1.1 D 2.1.1 D 2.1.1 D	I. Developing and Implementing Safety Practices 1. Safe indoor and outdoor environments 2. Supervision in early childhood education settings 3. Food safety issues	<ul style="list-style-type: none"> • Discussion • Visit a playground and evaluate it based on criteria for safety • Visit a classroom and evaluate it based on criteria for safety • Video-showing HACCP (food handling) 	<ul style="list-style-type: none"> • Pretest/Posttest on students' knowledge of common safety practices • Playground safety evaluation scoring rubric • Classroom safety evaluation scoring rubric 	2.1.1 2.1.1 2.1.1
Week 14	At the end of the week, the pre-service teacher (PST) can: a. describe the role of health screenings and assessment in early childhood settings; and b. analyze health conditions that affect children.	1.1.1 A 1.1.1 A	J. Evaluating Children's Health and Development 1. Health screenings and assessment 2. Health conditions that affect children.	<ul style="list-style-type: none"> • Discussion • Resource speaker (pediatrician, nurse or any health professional) 	<ul style="list-style-type: none"> • Quiz on evaluating children's health and development • Seatwork: develop school forms such as child health record, incident report, etc. 	1.1.1 1.1.1
Weeks 15-16	At the end of the week, the pre-service teacher (PST) can: a. develop strategies that facilitate collaboration with families to meet children's nutritional needs, including the support of breast feeding; b. describe ways that early childhood educators can partner with families to provide for children's special health care needs; and	6.2.1 C 6.2.1 C	K. Parents and Community Partnership to Promote Children's Wellness 1. Importance of partnerships with families to meet children's nutritional needs 2. Importance of partnerships with families to meet for children's special health care needs	<ul style="list-style-type: none"> • Discussion • Make a brochure of online resources about young children's health nutrition and safety for parents • Design a parents' orientation program about children's health, nutrition and safety 	<ul style="list-style-type: none"> • Quiz on parents and community partnership promoting children's wellness • Brochure of online resources scoring rubric • Parents orientation program scoring rubric • Panel discussion scoring rubric • Develop a partnership with the community 	6.2.1 6.2.1 6.2.1

	c. plan educational opportunities for families in the areas of health, safety and nutrition.	6.2.1 C	3. Educational opportunities for families in the areas of health, safety, and nutrition 4. Ways that culture can play a role in children's wellness	<ul style="list-style-type: none"> Panel discussions with resource speakers (doctors, barangay health care workers, etc.) 	<ul style="list-style-type: none"> Propose a project/program with the barangay 	
Weeks 17-18	At the end of the week, the pre-service teacher (PST) can: a. design learning experiences focused on health concepts and activities for young children; b. design safety awareness activities for young children; and c. design nutrition education activities for young children.	4.5.1 B, E 4.5.1 B, E	L. Effective Learning Experiences	<ul style="list-style-type: none"> Discussion Choose a book on nutrition for young children, create a lesson plan for preschoolers or primary schoolers to demonstrate in class Design activities for safety awareness for young children 	<ul style="list-style-type: none"> Quiz on effective learning experiences Written lesson plan on nutrition scoring rubric Demonstration lesson on nutrition scoring rubric Activities for safety awareness scoring rubric 	1.1.1 4.5.1 4.5.1

Suggested References

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Robertson, C. (6E). *Safety, nutrition and health in early education*. Cengage Learning.

Sayre, N.E., & Gallagher, J.D. (2001). *The young child and the environment: Issues related to health, nutrition, safety and physical activity*. Boston: Allyn and Bacon.

Sorte, J., Daeschel, I., & Amador, C. (2011). *Nutrition, health and safety for young children: Promoting wellness*. Pearson Education, Inc.

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4-5):</p> <ul style="list-style-type: none"> 6.1.d. Act in recognition of professional, social, and ethical responsibility 6.2.a. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts 6.3.a. Demonstrate high level of content and pedagogical knowledge 6.3.g. Pursue lifelong learning 6.4.a. Demonstrate service orientation in their respective professions

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Foundations of Early Childhood Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>This course highlights the importance of early childhood education through fundamental concepts, historical, philosophical, theoretical roots and legal frameworks. It offers opportunities for pre-service students to demonstrate awareness of the code of ethics as it guides the roles and responsibilities of early childhood professionals. It provides opportunities for re-service students to explore contemporary programs and key organizations in the Philippines and in other countries, through exposure to ECE programs and practices to find out about the opportunities of the profession.</p>	<p align="center">BTIs covered</p> <p align="center">1.1.1 6.3.1</p>
<p>Course Learning Outcomes</p> <p><i>At the end of the course, the pre-service teachers can:</i></p> <ul style="list-style-type: none"> A. demonstrate knowledge of the importance of early childhood education through fundamental concepts, historical, theoretical roots and legal framework activities; B. explain the importance of early childhood education profession and the role of early childhood education profession; C. demonstrate knowledge in the implementation of relevant and responsive programs of key organizations in ECE in the Philippines and in other countries; and D. articulate a personal philosophy in teaching young children. 	<p align="center">BTIs covered</p> <p align="center">1.1.1 1.1.1 4.3.1 7.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. discuss various motivations for becoming a teacher; and</p> <p>b. describe the active role of decision-making.</p>	<p>7.5.1 A</p> <p>1.5.1 A</p>	<p>A. Introduction- Deciding to be a Teacher</p> <p>1. Thinking about teaching</p>	<ul style="list-style-type: none"> Discussion on the various motivations for becoming a teacher Creating a response and reflection journal Conducting an interview to early childhood educators to determine what motivated them to teach, as well as what characteristics they feel are necessary to be a successful teacher Discussing about the active role of decision-making 	<ul style="list-style-type: none"> Reflection Paper on one's motivations for becoming a teacher Output: Response and Reflection Journal Output: Collated answers on the interview and the matrix showing the said necessary characteristics to be a successful teacher and the reasons for it Quiz on decision-making 	<p>7.4.1 7.5.1</p> <p>7.4.1 7.2.1</p> <p>1.1.1 1.5.1</p>
Weeks 3-4	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. discuss several specific components of quality in early education and childhood programs;</p> <p>b. describe specific program decisions that exemplify each component;</p> <p>c. identify what is meant by the NAEYC "position statement on developmentally appropriate practice"; and</p>	<p>1.1.1</p> <p>1.1.1 A</p> <p>1.1.1 1.2.1 6.3.1 A, B</p>	<p>B. Quality Early Childhood Education</p> <p>1. Components of Quality</p> <p>2. Position Statements</p> <p>3. Philippine Laws that ensure quality programs</p>	<ul style="list-style-type: none"> Discussing the specific components of quality in early education and childhood programs Discussing the specific program decisions that exemplify each component Reading the NAEYC "position statement on developmentally appropriate practice" 	<ul style="list-style-type: none"> Quiz on the specific components of quality in early education and childhood programs Quiz on the specific program decisions that exemplify each component Reflection paper on the NAEYC "position statement on developmentally appropriate practice" 	<p>1.1.1</p> <p>1.1.1</p> <p>6.3.1 7.4.1</p>

	d. articulate a personal philosophy of teaching.	7.1.1 D		<ul style="list-style-type: none"> Writing a personal statement of one's belief or philosophy of early childhood education based on their thinking and reading at this point 	<ul style="list-style-type: none"> Output: Personal statement of one's belief or philosophy of early childhood education 	7.1.1
Week 5	At the end of the week, the pre-service teacher (PST) can: a. identify several distinct roles played by early childhood teachers; and b. describe the rationale for each of the roles, and discuss component behaviors.	1.1.1 B 1.1.1 B	C. The Roles of Teachers 1. Identifying the Roles of teachers	<ul style="list-style-type: none"> Discussing the several distinct roles played by early childhood teachers Observing teachers in their daily routine in a preschool, then take detailed objective notes and label each teacher role and define its purpose 	<ul style="list-style-type: none"> Quiz on the several distinct roles played by early childhood teachers Output: Detailed observation notes with label on each teacher roles and its definitions 	1.1.1 1.1.1
Week 5	At the end of the week, the pre-service teacher (PST) can: a. identify and discuss motivators for individuals who enter early education.	1.1.1 7.5.1 A	D. Motivations of Teachers	<ul style="list-style-type: none"> Listing down different motivators. Student will find five teachers who will rank the motivators and the responses gathered will be collated 	<ul style="list-style-type: none"> Output: List of different motivators with ranking from five teachers and the collated responses 	1.1.1 7.5.1
Week 6	At the end of the week, the pre-service teacher (PST) can: a. identify and discuss challenges for those working in early education; and b. describe several helpful supports for teachers facing challenges.	1.1.1 1.5.1 A, B 1.1.1 6.2.1 A, B	E. Challenges of Early Educators	<ul style="list-style-type: none"> Forming dyads. Let one play the role of "devil's advocate". Let the student (devil's advocate) cite reasons why one should not be a teacher, then the other students will view this as challenges and respond. Write insights gained. 	<ul style="list-style-type: none"> Output: Write-ups/ Journal on the insights gained from the activity about the challenges for those working in early education and supports available for the teachers 	1.1.1 1.5.1 6.2.1

Weeks 7-8	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. trace the beginning of early childhood education in the world and in the Philippines; and</p> <p>b. identify the persons who created impact in early education and the contributions they made.</p>	<p>1.1.1 A, B</p> <p>1.1.1 A</p>	<p>F. Roots of Early Education</p>	<ul style="list-style-type: none"> • Creating a timeline of the beginning of early childhood education in the world and in the Philippines • Picking one important individual in the history of early childhood education. Research his/her work and contribution focusing on raves and criticisms of their work. Conclude by expressing your own views. 	<ul style="list-style-type: none"> • Output: Timeline of the beginning of early childhood education in the world and in the Philippines • Output: Research paper on a chosen important individual in the history of early childhood education stating his/her work and contribution focusing on raves and criticisms of his/her work and a reflection paper expressing of one's own views about the research 	<p>1.1.1</p> <p>1.1.1 1.2.1 1.5.1</p>
Weeks 9-10	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. identify the characteristics of an early childhood education professional;</p> <p>b. identify professional organizations in the world and in the Philippines; and</p> <p>c. be a junior member/affiliate of a professional organization in the Philippines.</p>	<p>1.1.1 A, B</p> <p>1.1.1 6.1.1 6.3.1 A, C</p> <p>7.3.1 C</p>	<p>G. The Modern Profession</p> <ol style="list-style-type: none"> 1. Early Childhood Education as a Profession 2. Professional Organizations in the World and in the Philippines 3. Code of Ethics 4. Position statements on Developmentally Appropriate Practices 	<ul style="list-style-type: none"> • Discussing about the characteristics of an early childhood education professional • Researching different professional organization in early childhood education from abroad and here in the Philippines. Find out their history, goals and objectives and programs and services. • Choosing a professional organization and become a member 	<ul style="list-style-type: none"> • Quiz on the characteristics of an early childhood education professional • Output: Matrix of different professional organizations in early childhood education from abroad and here in the Philippines with their history, goals, objectives, programs and services • Output: Membership or Affiliation to a professional organization in the Philippines 	<p>1.1.1</p> <p>6.1.1 6.3.1</p> <p>7.3.1</p>

Weeks 12-13	At the end of these weeks, the pre-service teacher (PST) can: a. explain the various career options in the early childhood education field.	1.1.1 7.5.1 A, B	H. Professional Education and Career Directions 1. Diversity in Early Childhood Professional Preparations 2. Career Directions	<ul style="list-style-type: none"> Conducting an interview in early childhood education practitioners in different work settings Surfing the net and looking for chat sites for teachers. Interact with teachers from different parts of the world and know about the work they do. 	<ul style="list-style-type: none"> Output: Collated answers or responses from the interview Output: collected information gained from the online interaction with teachers from different parts of the world 	6.2.1 7.3.1 7.4.1 6.2.1 7.3.1
Weeks 14-16	At the end of these weeks, the pre-service teacher (PST) can: a. discuss and evaluate relevant issues in early education.	1.1.1 A	I. Current Issues in Early Education 1. Issues on the Profession 2. Issues on the Programs	<ul style="list-style-type: none"> Researching on early childhood issues like inclusion or diversity among others. Conduct a panel discussion on these issues Designing an advocacy poster based on the resolution of the issues discussed 	<ul style="list-style-type: none"> Panel discussion on current issues in early childhood education Output: Advocacy poster about a resolution on issues in early childhood education with a scoring rubric 	1.1.1 1.1.1 1.5.1
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) can: a. discuss several actions that will contribute to successful professional growth as an early educator	1.1.1 7.5.1 A, B	J. The Road Ahead	<ul style="list-style-type: none"> Writing a comprehensive personal statement of your thoughts and aims in education, including such ideas as your beliefs about effective teaching and optimum learning situations for young children Examining your own suitability for teaching. List your strengths and weaknesses. Set some goals for yourself. Make a tentative plan for specific actions you will take to begin your professional development; a. as student b. in your first year of teaching 	<ul style="list-style-type: none"> Output: Comprehensive personal statement of one's thoughts and aims in education Output: List of one's strengths and weaknesses in suitability for teaching and a plan for specific actions you will take to begin your professional development; a. as student b. in your first year of teaching 	7.1.1, 7.5.1 7.4.1

Suggested References

- Bredekamp, S. (2011). *Effective Practices in Early Childhood Education: Building a Foundation*. Boston: Pearson
- Cronin, A., & Mandich, M. (2016). *Human Development and Performance throughout the Lifespan*. Boston, MA, USA: Cengage Learning.
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- ECCD Council (2010) *National Early Learning Curriculum* at <https://eccdcouncil.gov.ph/nelc/html>
- ECCD Council (2010) *National Early Learning Framework* at <https://eccdcouncil.gov.ph/eccd/curriculum.html>
- Gordon, A. M., & Browne, K. W. (2017). *Beginnings & Beyond: Foundations in Early Childhood Education* (10th ed.). Boston, MA: Cengage Learning.
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- Trodd, L. (2016). *The Early Years Handbook for Students and Practitioners: An Essential Guide for the Foundation Degree and Levels 4 and 5*. London: Routledge.

Play and Developmentally Appropriate Practices in Early Childhood Education

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes (from CMO No. 76, s. 2017 p. 4):

- 6.2.b. Demonstrate mastery of subject matter/discipline
- 6.3.a. Demonstrate high level of content and pedagogical
- 6.3.c. Manifest collaborative skills
- 6.3.d. Demonstrate innovative thinking

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Play and Developmentally Appropriate Practices in Early Childhood Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements:			
Grading System			

<p>Course Description</p> <p>This course describes the importance of play as an essential and fundamental approach to teaching and learning. It demonstrates understanding of play as a tool in creating supportive learning environments that nurture and inspire learner participation. It demonstrates skills in the selection, creation, facilitation and use of developmentally appropriate play resources, practices and methods to address learning goals for young children, ages 0-8 in all domains and across all learning areas.</p>	<p>BTIs covered</p> <p>1.1.1, 1.3.1, 2.1.1, 4.5.1, 5.5.1, 6.3.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, pre-service teachers should be able to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge of the importance of play as a tool in creating supportive learning environments that nurture and inspire learner participation; B. design appropriate play-based learning environments for the three ECE levels to motivate them to work productively by assuming responsibility for their own learning; C. demonstrate skills in the selection, development, facilitation and use of variety of appropriate play-based learning activities and resources including ICT in addressing learning goals for the three ECE levels; D. demonstrate engagement and enjoyment in play-based learning activities that nurture and inspire learner participation; E. create and use developmentally appropriate play resources that are aligned to learning competencies in the three ECE levels; and F. apply teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills. 	<p>BTIs covered</p> <p>2.4.1, 4.5.1</p> <p>2.5.1</p> <p>4.5.1</p> <p>2.4.1</p> <p>4.2.1</p> <p>1.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: a. discuss how play contributes to children’s development; and b. demonstrate knowledge of play as a tool in creating supportive learning environments that nurture development	1.1.1 A 1.1.1 1.2.1 A	A. Importance of Play as an Essential and Fundamental Approach to Teaching and Learning 1. Cognitive Development 2. Language and Literacy Development 3. Social Development 4. Emotional Development 5. Creativity and Imagination 6. Physical Development	<ul style="list-style-type: none"> Discussing on the role of play in the development of children Observing a preschool child for a thirty-minute play period. Make a list of the intellectual, social, emotional, and physical development that you observe 	<ul style="list-style-type: none"> Individual/team presentation of a scientific study (research-based journal article) that examines/ highlights the effects/ impact of play on specific domain of child development Observation report describing how play nurture development 	1.1.1 1.2.1 1.5.1 4.5.1
Weeks 2-3	At the end of these weeks, the pre-service teacher (PST) can: a. define play; b. discuss and identify its levels; c. compare and contrast adult-led and child-initiated play; d. explain the roles of the child and the teacher in play; and e. discuss the value of play and current issues	1.1.1, A 1.1.1 A 1.5.1 A 1.1.1 A 1.1.1 A, D	B. Defining Play and Play Experiences 1. What is Play, Free Play and Guided Play? 2. Theoretical Framework 3. Levels of Play 4. Purposes of Play 5. Roles of the child in play 6. Roles of the teacher in play 7. The Value of Play 8. Controversies under Play	<ul style="list-style-type: none"> Discussing about play and its levels Researching articles on play in the ECE curriculum Creating a compare and contrast matrix about adult-led and child-initiated play Discussing about the roles of the Child and the teacher in play Observing a preschool classroom during play Discussing the value of play Researching on current issues and reporting it to the class 	<ul style="list-style-type: none"> Quiz about play and its levels Review paper Compare and contrast matrix about adult-led and child-initiated play Quiz about the roles of the child and the teacher in play Observation report Quiz on the value of play Research report 	1.1.1 1.2.1 1.5.1 1.1.1 1.5.1, 4.5.1 1.1.1 1.2.1

Week 4	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. discuss the range of theories of play and their implications for providing play experiences for young children; and</p> <p>b. examine the different types of play children engage in at different times in their development (based on research).</p>	<p>1.1.1 1.2.1 A</p> <p>1.1.1 1.2.1 A</p>	<p>C. Development of Play Behaviors</p> <ol style="list-style-type: none"> Changes in Play as children grow and develop Infants and Toddlers at play Preschoolers at Play Play in the early school years 	<ul style="list-style-type: none"> Discussing about the range of theories of play and their implications for providing play experiences for young children Focusing on a specific age groups to examine the key characteristics of play at that stage. Students will find at least two journal articles on play related to the assigned age group. (Individual or team presentation) 	<ul style="list-style-type: none"> Quiz about the range of theories of play and their implications for providing play experiences for young children Research report and presentation 	<p>1.1.1 1.2.1</p> <p>1.2.1 4.5.1</p>
Week 5	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. design appropriate play-based learning environments for the three ECE levels to motivate them to work productively by assuming responsibility for their own learning.</p>	<p>2.1.1 2.5.1 B</p>	<p>D. Factors that Influence Play</p> <ol style="list-style-type: none"> Individual differences in children The Physical Environment The Social Environment Cultural influences and play 	<ul style="list-style-type: none"> Discussing the factors that influence play and the impact of play-based learning environments on the teaching-learning dynamics Designing an architectural lay-out of their envisioned play-based learning center with appropriate materials (taking into account the factors that influence play experience in young children) 	<ul style="list-style-type: none"> Quiz on the factors that influence play and the impact of play-based learning environments on the teaching-learning dynamics Architectural lay-out of their envisioned play-based learning center with appropriate material 	<p>2.1.1 2.5.1</p> <p>2.1.1 2.3.1, 4.5.1</p>
Weeks 6-7	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. explain the benefits of play;</p> <p>b. discuss about using play as a teaching strategy; and</p>	<p>1.1.1 A</p> <p>1.1.1 1.4.1 A</p>	<p>E. Play in the School Setting</p> <ol style="list-style-type: none"> Benefits of Play at School Selecting materials for play Play as a teaching strategy 	<ul style="list-style-type: none"> Discussing about the benefits of play and using play as a teaching strategy Researching on available and effective materials for play and create a matrix describing each material 	<ul style="list-style-type: none"> Quiz on the benefits of play and using play as a teaching strategy Matrix of materials for play 	<p>1.1.1, 1.4.1</p> <p>1.5.1, 4.5.1</p>

	c. identify and create appropriate materials for play.	4.5.1 C, D, E		<ul style="list-style-type: none"> Designing materials for play and demonstrating how it may be use 	<ul style="list-style-type: none"> Scoring rubrics for the materials and demonstration 	4.5.1, 5.1.1
Week 8	At the end of the week, the pre-service teacher (PST) can: a. describe and analyze the types, functions and purposes of play.	1.1.1 A	F. How Does Play Develop? 1. Cognitive Play 2. Social Play	<ul style="list-style-type: none"> Discussing about the types, functions, and purposes of play 	<ul style="list-style-type: none"> Quiz on the types, functions, and purposes of play 	1.1.1
Week 9	At the end of the week, the pre-service teacher (PST) can: a. define teachers' roles and responsibilities in play.	1.1.1 A	G. Teacher's Roles and Responsibilities 1. Teachers as Observers 2. Teachers as Extenders 3. Teachers as Planners 4. Teachers as Facilitators 5. Teachers as Responders 6. Teachers as Models	<ul style="list-style-type: none"> Discussing the different roles of the ECE teacher in the planning, preparation, implementation, and evaluation of play activities Requiring reflections and critical analysis on roles and responsibilities of teachers in facilitating play experiences for young children 	<ul style="list-style-type: none"> Quiz on the different roles of the ECE teacher in the planning, preparation, implementation, and evaluation of play activities Reflection paper and analysis on roles and responsibilities of teachers in facilitating play experiences for young children 	1.1.1 1.5.1 7.4.1
Week 10	At the end of the week, the pre-service teacher (PST) can: a. select and apply teaching strategies that develop critical and creative thinking and/or higher-order thinking skills.	1.5.1 4.5.1 F	H. Orchestrating Children's Play 1. Play orchestration strategies 2. Interactions with children a. Pretend-Play and scaffolding b. Spontaneous, Guided and Directed Play c. Responding to Children's Behavior	<ul style="list-style-type: none"> Creating and using of a prop box as a whole class/ individual/ team output 	<ul style="list-style-type: none"> Prop box and a scoring rubric 	1.5.1 4.5.1 5.1.1
Week 11	At the end of the week, the pre-service teacher (PST) can: a. describe play based curriculum appropriate for culturally diverse groups, children with	1.1.1 3.2.1 3.3.1	I. Key Elements in a Play Oriented Curriculum 1. Culturally Diverse Groups 2. Children with Disabilities 3. High-Achieving and Low-Achieving Children	<ul style="list-style-type: none"> Discussion about play based curriculum appropriate for culturally diverse groups, children with disabilities, and high- 	<ul style="list-style-type: none"> Quiz on play based curriculum appropriate for culturally diverse groups, children with disabilities, 	1.1.1 3.2.1 3.3.1 3.5.1

	disabilities, and high-achieving and low-achieving children.	3.5.1 A		achieving and low-achieving children	and high-achieving and low-achieving children	
Week 12	At the end of the week, the pre-service teacher (PST) can: a. plan and design play-based activities with appropriate materials addressing each of the following: -Mathematics -Literacy and Language -Science -Arts -Play and Socialization	3.1.1 4.5.1 C, D, E	J. Play-Centered Curriculum 1. Mathematics 2. Literacy and Language 3. Science 4. Arts 5. Play and Socialization	<ul style="list-style-type: none"> Planning and designing play-based activities with appropriate materials addressing each of the following: <ul style="list-style-type: none"> - Mathematics - Literacy and Language - Science - Arts - Play and Socialization 	<ul style="list-style-type: none"> Play-based activities with appropriate materials for each of the following: <ul style="list-style-type: none"> - Mathematics - Literacy and Language - Science - Arts - Play and Socialization 	3.1.1 4.5.1
Weeks 13-14	At the end of these weeks, the pre-service teacher (PST) can: a. explain the effects of the physical environment on children's and teachers' behavior; b. identify the characteristics of creative indoor and outdoor environments; c. plan and use room arrangements, centers, transitions, and routines to enhance children's creative expression and play; and d. plan creative outdoor experiences.	1.1.1 2.6.1 A 2.1.1 A 2.1.1 B, C, D, E 3.1.1 B, C, D, E	K. Planning and Arranging the Creative Environment 1. Theoretical Framework - Climate - Space - Time 2. Arranging the Indoor Environment - Room Arrangement - Centers - Transitions and Routines 3. Arranging the Outdoor Environment - Types of Playgrounds - Characteristics of Outdoor Play Environment - Outdoor Environments for Children of Different Ages 4. Teachers' Roles and Responsibilities 5. Special Populations	<ul style="list-style-type: none"> Discussion about the effects of the physical environment on children's and teachers' behavior. Observing indoor and outdoor environments of different schools Planning and using room arrangements, centers, transitions, and routines to enhance children's creative expression and play Observing children playing outdoors. What are the most common activities you observe? Can you identify differences in outdoor play and indoor play? Do the playground and the equipment and materials 	<ul style="list-style-type: none"> Quiz on the effects of the physical environment on children's and teachers' behavior Observation report Plan of room arrangements, centers, transitions, and routines with a scoring rubric Observation report 	1.1.1 2.6.1 1.5.1 2.1.1 4.5.1 2.1.1, 4.5.1, 5.1.1 1.5.1, 4.5.1

			<ul style="list-style-type: none"> - Children with Disabling Conditions - High-Achieving and Low-Achieving Children 	<p>available limit or encourage the play? How?</p> <ul style="list-style-type: none"> • Planning creative outdoor experiences with appropriate materials and demonstrating the activities 	<ul style="list-style-type: none"> • Outdoor activities and materials and performance-based assessment 	1.5.1, 4.5.1, 5.1.1
Weeks 15-17	At the end of these weeks, the pre-service teacher (PST) can:		<p>L. Materials for Creative Expression and Play</p> <ol style="list-style-type: none"> 1. Theoretical Framework <ul style="list-style-type: none"> - History of Toys and Playthings - Convergent and Divergent Play Materials Children's Responses to Materials 2. Types of Materials <ul style="list-style-type: none"> - Skill/Concept Materials - Gross Motor Materials - Manipulative Materials - Construction Materials - Self-Expressive Materials - Natural and Everyday Objects 3. Developmentally Appropriate Materials <ul style="list-style-type: none"> - Infants and Toddlers - Preschoolers and Kindergartners - School-Age Children 4. Other Divergent Play Materials <ul style="list-style-type: none"> - Blocks - Modeling Materials - Sand and Water 5. Organized Games <ul style="list-style-type: none"> - What is a Game? - Competition vs. Cooperation 	<p>available limit or encourage the play? How?</p> <ul style="list-style-type: none"> • Discussion about the effects of the physical environment on children's and teachers' behavior • Observing indoor and outdoor environments of different schools • Planning and using room arrangements, centers, transitions, and routines to enhance children's creative expression and play • Observing children playing outdoors. What are the most common activities you observe? Can you identify differences in outdoor play and indoor play? Do the playground and the equipment and materials available limit or encourage the play? How? • Planning creative outdoor experiences with appropriate materials and demonstrating the activities 	<ul style="list-style-type: none"> • Quiz on the effects of the physical environment on children's and teachers' behavior. • Observation report • Plan of room arrangements, centers, transitions, and routines with a scoring rubric • Observation report • Outdoor activities and materials and performance-based assessment 	1.1.1, 2.6.1, 1.5.1, 2.1.1, 4.5.1, 2.1.1, 4.5.1, 5.1.1, 1.5.1, 4.5.1, 1.5.1, 4.5.1, 5.1.1

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Creative Arts, Music, and Movements in Early Childhood Education

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
College Goals	
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.2.b. Demonstrate mastery of subject matter/discipline 6.3.a. Demonstrate high level of content and pedagogical knowledge 6.3.d. Demonstrate innovative thinking 	

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information			
Course Name	Creative Arts, Music, and Movements in Early Childhood Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk. (18 weeks, 54 hrs total)
Course Requirements:			
Grading System			

Course Description	BTIs covered
This course elaborates on the technological, pedagogical and content knowledge for teaching art, music and movement for infant and toddler, preschool, and K to Grade 3 learners, based on different theoretical frameworks and current researches. Hands-on activities and projects stimulate creativity in the teacher to choose, create and integrate developmentally appropriate arts, music and movement across all learning areas.	1.1.1 1.2.1 4.5.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers can:	
A. demonstrate knowledge and understanding of the technological, pedagogical and content knowledge in managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands on activities in the teaching of art, music and movements for 1. Infants and toddlers, 2. preschoolers, and 3. K to 3;	1.1.1, 2.3.1
B. demonstrate knowledge of providing timely, accurate and constructive feedback in creative arts, music, and movement activities for the three ECE levels;	5.3.1
C. demonstrate familiarity with range of strategies for communicating learner needs, progress and achievement (5.4.1) in creative arts, music, and movement activities;	5.4.1
D. show skills in the selection and development of original materials in including ICT for the three ECE levels to address learning goals; and	4.5.1
E. prepare implement, and integrate developmentally sequenced and appropriate creative art, music and movement activities for the three ECE levels.	4.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can:		A. Creativity 1. Understanding Creativity			
	a. discuss and describe creativity as a process or a product;	1.1.1 A		<ul style="list-style-type: none"> Discussing definition of creativity, and creativity as a process or a product 	<ul style="list-style-type: none"> Quiz on creativity 	1.1.1
	b. identify obstacles to creativity;	1.1.1 1.5.1 A		<ul style="list-style-type: none"> Listing down obstacles to creativity that the students could think of, and sort out the listed obstacles to four major obstacles; home, school, gender roles, and society, culture and tradition 	<ul style="list-style-type: none"> Result of the categorizing the obstacles to creativity 	1.1.1 1.5.1
	c. describe ways adults can facilitate children's creative expression;	1.1.1 A		<ul style="list-style-type: none"> Observing a teacher's use of time, space, and curriculum, as well as his/her teaching behaviors. List specific recommendations for how each could be modified to enhance creativity 	<ul style="list-style-type: none"> Observation notes and the list of recommendations for modification to enhance creativity 	1.1.1 1.5.1
	d. compare and contrast creativity with conformity and convergent thinking;	1.5.1 A		<ul style="list-style-type: none"> Making a compare and contrast matrix about creativity and conformity 	<ul style="list-style-type: none"> Output: Compare and Contrast matrix 	1.5.1
	e. discuss the relationship between creativity and intelligence; and	1.1.1 A		<ul style="list-style-type: none"> Discussing the relationship between creativity and intelligence Working with a partner, review the multiple intelligences outlined in Gardner's theory and answer the following; <ol style="list-style-type: none"> Which intelligences might be most important for a teacher of young children? How do art skills and process match up with the intelligences? 	<ul style="list-style-type: none"> Quiz about creativity and intelligences Output: Answer to the questions asked and a scoring rubric 	1.1.1 1.1.1

	f. explain the relationship between creativity and child development.	1.1.1 A		3. How are multiple intelligences strengthened through art? • Discussing on the relationship between creativity and child development	• Quiz on the relationship between creativity and child development	1.1.1
Week 2	At the end of the week, the pre-service teacher (PST) can: a. discuss creativity as a function of the brain and give examples of creative thinking; b. describe the environmental conditions which support young children's creative thinking; c. identify strategies for facilitating young children's creative thinking in the curriculum; and d. plan and implement activities to facilitate young children's creative thinking.	1.1.1 A 1.1.1 2.4.1 A 1.5.1 3.5.1 C 3.1.1 3.2.1 D, E	2. Creative Thinking	• Discussing creativity as a function of the brain • Discussing the environmental conditions which support young children's creative thinking • Working in pairs and search and list down strategies for facilitating young children's creative thinking in the curriculum • Creating and demonstrating activities to facilitate young children's creative thinking • Conducting classroom activities with appropriate materials (maybe technology-based)	• Quiz on creativity as a function of the brain • Quiz on environmental conditions which support young children's creative thinking • Compilation of strategies for facilitating young children's creative thinking in the curriculum • Output: Activity plan and demonstration of activities to facilitate young children's creative thinking with a scoring rubric • Performance Based assessment • Output: Activity plan and materials	1.1.1 1.1.1 2.4.1 1.5.1 3.5.1 3.1.1 3.2.1 5.1.1 4.5.1
Week 2	At the end of the week, the pre-service teacher (PST) can: a. identify modes of creative expression;	1.1.1 A	3. Creative Experiences	• Discussing the modes of creative expression	• Quiz on modes of creative expression	1.1.1

	<p>b. explain how adults can facilitate children’s creative expression; and</p> <p>c. engage children in mark-making activities.</p>	<p>3.1.1 A</p> <p>3.2.1 4.5.1 D, E</p>		<ul style="list-style-type: none"> • Discussing on how adults can facilitate children’s creative expression • Providing necessary materials for a mark-making activity • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Quiz on how adults can facilitate children’s creative expression • Output: Creative marks • Performance Based assessment • Output: Activity plan and materials 	<p>1.1.1, 3.1.1</p> <p>3.2.1, 4.5.1</p> <p>5.1.1 4.5.1</p>
Week 3	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. discuss the history of early childhood music education;</p> <p>b. identify the different theories of musical development; and</p> <p>c. recognize children and their musical experiences.</p>	<p>1.1.1 A</p> <p>1.1.1 1.5.1 A</p> <p>1.1.1 A, B</p>	<p>3.1. Music and Movements</p> <ol style="list-style-type: none"> 1. The History of Early Childhood Music Education 2. Theories of Musical Development 3. Music Education 4. Children and the Musical and Movements Experience 	<ul style="list-style-type: none"> • Discussing the history of early childhood music education • Discussing the different theories of musical development • Observing children in their musical experiences • Planning developmentally appropriate musical activities and experiences for young children • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Quiz on the history of early childhood music education • Quiz on the different theories of musical development • Observation notes and report • Planned developmentally appropriate musical activities and experiences for young children • Performance Based assessment • Output: Activity plan and materials 	<p>1.1.1</p> <p>1.5.1</p> <p>1.5.1, 4.5.1</p> <p>4.1.1</p> <p>5.1.1 4.5.1</p>
Week 3	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. describe the role of music and movement in children’s development.</p>	<p>1.1.1 A</p>	<p>3.1.1. The Role of Music and Movement</p> <ol style="list-style-type: none"> 1. How Young Children Grow Musically 2. The Music-Movement Connection 	<ul style="list-style-type: none"> • Discussing the role of music and movement in children’s development • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Quiz on the role of music and movement in children’s development • Performance Based assessment • Output: Activity plan and materials 	<p>1.1.1</p> <p>5.1.1 4.5.1</p>

Week 4	At the end of the week, the pre-service teacher (PST) can: a. discuss the developmental stages of musical experiences; and b. identify creative experiences in music for young children.	1.1.1 A 1.1.1 1.5.1 A	3.1.2. Developmental Stages of Musical Experiences	<ul style="list-style-type: none"> Discussing the developmental stages of musical experiences Observing children at play. Capture a creative episode by writing down what transpired Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> Quiz on the developmental stages of musical experiences Output: observation notes Performance Based assessment Output: Activity plan and materials 	1.1.1 1.5.1 5.1.1 4.5.1
Week 4	At the end of the week, the pre-service teacher (PST) can: a. discuss the characteristics and types of play; and b. identify creative experiences in movement for young children.	1.1.1 A 1.1.1, 1.5.1, A	3.1.3. Movement Vocabulary 1. Bilateral Movements 2. Unilateral Movements 3. Cross-Lateral Movements	<ul style="list-style-type: none"> Discussing the characteristics and types of play Observing children at play. Capture a creative episode by writing down what transpired Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> Quiz on characteristics and types of play Output: observation notes Performance Based assessment Output: Activity plan and materials 	1.1.1 1.5.1 5.1.1 4.5.1
Week 5	At the end of the week, the pre-service teacher (PST) can: a. demonstrate knowledge of songs appropriate for young children: - local folksongs in Mother Tongue - foreign folksongs b. design developmentally appropriate musical activities which will enhance and develop the gross motor skills of preschool children.	1.1.1 1.5.1 4.5.1 A 3.1.1 4.5.1 D, E	3.1.4. Developmentally Appropriate Musical Activities 1. Body Management Skills - Dynamic Balance - Static Balance 2. Locomotion Skills 3. Object-Control Skill	<ul style="list-style-type: none"> Compiling selection of appropriate songs for young children Creating developmentally appropriate musical activities for the enhancement and development of the gross motor skills of preschool children Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> Compilation of appropriate songs for young children Output: Developmentally appropriate musical activities Performance Based assessment Output: Activity plan and materials 	4.5.1 3.1.1 4.5.1 5.1.1 4.5.1

Week 6	At the end of the week, the pre-service teacher (PST) can: a. identify the teacher's roles and responsibilities in the musical experiences of the preschool child.	1.1.1 A	3.1.5. Teachers' Roles and Responsibilities in the Children's Music Activities	<ul style="list-style-type: none"> Creating a chart on the roles and responsibilities of teachers in children's music activities Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> Output: chart on the roles and responsibilities of teachers in children's music activities Performance Based assessment Output: Activity plan and materials 	1.5.1 5.1.1 4.5.1
Week 6	At the end of the week, the pre-service teacher (PST) can: a. integrate music and movement in the different disciplines and learning experiences; and b. create a progress chart for music and movement of the children depending on the specific characteristics of development.	1.5.1 4.5.1 A, E 1.5.1 4.1.1 E	3.1.6. Integration of Music and Movement into the Subject Areas	<ul style="list-style-type: none"> Observing teachers and identifying integrated music and movement activities used in the classroom Planning integrated music and movement activities Creating a progress chart for music and movement of the children depending on the specific characteristics of development Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> Observation notes and report Planned integrated music and movement activities with a scoring rubric Output: accomplished progress chart Performance Based assessment Output: Activity plan and materials 	1.5.1 4.5.1 1.5.1, 4.1.1 5.1.1 4.5.1
Week 7	At the end of the week, the pre-service teacher (PST) can: a. explain the importance of considering individual	1.5.1 4.1.1 A, B	B. Young Children as Artists: A Developmental View 1. Art and the Developing Child	<ul style="list-style-type: none"> Discussing the importance of considering individual differences in planning an art curriculum 	<ul style="list-style-type: none"> Quiz on the importance of considering individual differences in planning an art curriculum 	1.5.1, 4.1.1

	differences in planning an art curriculum			<ul style="list-style-type: none"> • Visiting an early childhood classroom to observe the children. Answer this, how many expressions of individual differences do you see and hear? And discuss those differences and the ways in which the teacher meets the needs of individual children. 	<ul style="list-style-type: none"> • Reflection paper with a scoring rubric 	7.4.1
	b. describe how the environment provides an interactive context for child development	1.1.1 2.1.1 2.2.1 2.3.1 2.4.1 2.5.1 2.6.1 A		<ul style="list-style-type: none"> • Discussing how the environment provides an interactive context for child development • Conducting an art safety inspection of an early childhood art center. Identify items that compromise the health and safety of children 	<ul style="list-style-type: none"> • Quiz on how the environment provides an interactive context for child development • Output: accomplished inspection tool on the art center 	1.1.1, 2.1.1 – 2.6.1 1.2.1, 1.5.1
	c. provide opportunities for children to process with art materials and tools	3.1.1 4.5.1 D, E		<ul style="list-style-type: none"> • Exploring different kinds of art materials and tools • Conducting an observation of a young child actively involved in an art activity. Record what the child says and does. How did this art experience help the child physically, socially, emotionally, cognitively, and creatively? • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Output: matrix showing the description and use of the different art materials and tools • Output: observation notes on a young child actively involved in an art activity. Record of what the child says and does and reflection paper about the connection of art experience to the child development 	1.1.1 1.5.1, 7.4.1
Week 8	At the end of the week, the pre-service teacher (PST) can:		2. Children’s Artistic Development		<ul style="list-style-type: none"> • Performance Based assessment • Output: Activity plan and materials 	5.1.1 4.5.1
						1.1.1

	<p>a. explain the components of children’s art, artistic development and the theories on children’s artistic development; and</p> <p>b. provide children with painting experiences.</p>	<p>1.1.1 A</p> <p>3.1.1 4.5.1 D, E</p>		<ul style="list-style-type: none"> • Discussing the components of children’s art, artistic development and the theories on children’s artistic development • Collecting several samples of art from one young child over an extended period of time. Note patterns or growth over time. Attempt to explain the what, why, and how of this child’s art using different theories of artistic development • Exploring and creating different paintings and doing an exhibit • Observing a child painting at either an easel or seated at a table. Carefully record how the materials are used and describe the results. Refer to the theories and identify which theory or theories best explain what you observed • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Quiz on the components of children’s art, artistic development and the theories on children’s artistic development • Output: analysis and explanation of the patterns or growth in the collected samples of art works from young children • Output: paintings made and the exhibit • Output: observation notes and the explanation on which theories best explain the observation • Performance Based assessment • Output: Activity plan and materials 	<p>1.5.1</p> <p>4.5.1</p> <p>1.5.1, 4.5.1</p> <p>5.1.1 4.5.1</p>
Week 9	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. list and briefly explain the artistic elements; and</p>	<p>1.1.1 A</p>	<p>C. Art and Aesthetics 1. The Elements of Art</p>	<ul style="list-style-type: none"> • Discussing the artistic elements • Implementing an art activity involving one or more of the artistic elements 	<ul style="list-style-type: none"> • Quiz on the artistic elements • Output: the art activity with artistic elements 	<p>1.1.1</p> <p>3.1.1, 4.5.1</p> <p>1.5.1</p>

	b. help children make prints using stamps, stencils, spatter, and screen prints.	3.1.1 4.5.1 D, E		<ul style="list-style-type: none"> • Visiting an art museum or an art museum website to look at paintings and prints. Use the artistic elements to analyze a work of art • Creating different prints • Demonstrating how to facilitate a printmaking experience • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Output: analysis of the art works using the artistic elements seen during the museum visit • Output: accomplished prints • Demonstration and a scoring rubric • Performance Based assessment • Output: Activity plan and materials 	3.1.1 4.5.1 3.1.1 5.1.1 4.5.1
Week 10	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. explain aesthetics and why aesthetics are an important part of children’s development; b. describe how children’s understanding of art changes as they mature; c. discuss the role of the teacher in children’s aesthetic development; d. explain ways to support children’s development of art appreciation; and 	1.1.1 A 1.1.1 A 1.1.1 A 1.1.1 A	2. Aesthetics	<ul style="list-style-type: none"> • Discussing aesthetics and its importance in children’s development • Discussing how children’s understanding of art changes as they mature • Discussing the role of the teacher in children’s aesthetic development • Arranging an aesthetic experience through a simple field trip such as a nature walk • Researching in a local library or museum to discover available resources for teacher use in the classroom. Consider how you might use these resources in your own classroom • Collecting photos depicting beautiful learning environments such as pleasing learning centers and displays. This may serve as a 	<ul style="list-style-type: none"> • Quiz on aesthetics and its importance in children’s development • Quiz on how children’s understanding of art changes as they mature • Quiz on the role of the teacher in children’s aesthetic development • Reflection paper on the aesthetic experience • Gathered available resources 	1.1.1 1.1.1 1.1.1 7.4.1 1.1.1

	e. provide experiences using watercolors and ink.	3.1.1 4.5.1 D, E		resource of ideas for your own classroom	<ul style="list-style-type: none"> • Creating different watercolor and ink art works • Demonstrating how to facilitate a watercolor and ink experience • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Output: accomplished watercolor and ink art works • Demonstration and a scoring rubric • Performance Based assessment • Output: Activity plan and materials 	4.5.1 3.1.1 5.1.1 4.5.1
Week 11	At the end of the week, the pre-service teacher (PST) can:		3. Sensory Experiences				
	a. discuss the relationship among sensing, perceiving, feeling, thinking, and concept development;	1.1.1 A		<ul style="list-style-type: none"> • Discussing the relationship among sensing, perceiving, feeling, thinking, and concept development 	<ul style="list-style-type: none"> • Quiz on the relationship among sensing, perceiving, feeling, thinking, and concept development 		1.1.1
	b. identify three major learning styles and select the one(s) that best describes the way you learn; and	1.1.1 A, B		<ul style="list-style-type: none"> • Discussing the learning styles (visual, auditory, and tactile-kinesthetic) 	<ul style="list-style-type: none"> • Quiz on the learning styles 		1.1.1
	c. develop a multisensory learning activity for young children.	1.5.1 3.1.1 4.5.1 D, E		<ul style="list-style-type: none"> • Setting up an aesthetically pleasing display of objects that have sensory appeal • Planning and implementing a multisensory cooking experience • Demonstrating how to facilitate a multisensory learning activity for young children • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Output: aesthetically pleasing display of objects with sensory appeal with a scoring rubric • Output: plan and implementation of the multisensory cooking experience • Demonstration and a scoring rubric • Performance Based assessment • Output: Activity plan and materials 		4.5.1 4.3.1 3.1.1 5.1.1 4.5.1
Week 12	At the end of the week, the pre-service teacher (PST) can:		4. The Complete Early Childhood Art Program				

	<p>a. discuss the importance of art education in the early years;</p> <p>b. explain how national standards relate to early childhood art education;</p> <p>c. describe and give an example of the four components of a complete early childhood art program; and</p> <p>d. provide developmentally appropriate collage and mosaic activities for young children.</p>	<p>1.1.1 A</p> <p>1.1.1 1.2.1 A</p> <p>1.1.1 A</p> <p>3.1.1 4.5.1 D, E</p>		<ul style="list-style-type: none"> • Discussing the importance of art education in the early years • Discussing how national standards relate to early childhood art education • Discussing the four components of a complete early childhood art program ((1) sensory experiences, (2) aesthetic experiences, (3) time, space, and materials for making art, and (4) introduction to art, artists, and variety of art forms and styles) • Drafting a letter to the families of children asking for recycled items to use in collage and mosaic activities and explaining the value of collage • Creating different collage and mosaic activities for young children • Demonstrating how to facilitate a collage experience • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Quiz on the importance of art education in the early years • Reflection paper on how national standards relate to early childhood art education • Quiz on the four components of a complete early childhood art program • Output: accomplished letter and a scoring rubric • Output: accomplished collage and mosaic activities • Demonstration and a scoring rubric • Performance Based assessment • Output: Activity plan and materials 	<p>1.1.1</p> <p>7.4.1</p> <p>1.1.1</p> <p>1.5.1, 4.5.1</p> <p>4.5.1</p> <p>3.1.1</p> <p>5.1.1 4.5.1</p>
Week 13	At the end of the week, the pre-service teacher (PST) can:		D. Providing Art Experiences 1. Child-Centered Art versus Teacher-Directed Projects	<ul style="list-style-type: none"> • Discussing the three different ways to teach art (teacher- 	<ul style="list-style-type: none"> • Quiz on the three different ways to teach art 	1.1.1
	<p>a. use the continuum of approaches to describe three different ways to teach art;</p>	<p>1.1.1 1.5.1 A</p>				

	<p>b. distinguish child-centered art from teacher-directed projects;</p> <p>c. plan developmentally appropriate art activities; and</p> <p>d. explain the different viewpoints on teaching art to children.</p> <p>e. provide art activities using paper</p>	<p>1.1.1 A</p> <p>1.5.1 3.1.1 4.5.1 D, E</p> <p>1.1.1 A</p> <p>3.1.1 4.5.1 D, E</p>		<p>directed, guided, and child-centered)</p> <ul style="list-style-type: none"> Watching videos on art projects and identifying if it is child-centered or teacher-directed Planning of developmentally appropriate art activities Discussing the different viewpoints on teaching art to children Creating different art activities using paper for young children Demonstrating how to facilitate art activities using paper for young children Conducting classroom activities with appropriate materials (maybe technology-based) Setting up an exhibit or gallery walk of the artworks 	<ul style="list-style-type: none"> Analysis of the video watched and the notes on why it is identified as child-centered or teacher-directed Output: accomplished plan of developmentally appropriate art activities with a scoring rubric Quiz on the different viewpoints on teaching art to children Output: art activities using paper for young children Demonstration and a scoring rubric Performance Based assessment Output: Activity plan and materials Exhibit or gallery walk with a scoring rubric 	<p>1.5.1</p> <p>4.5.1</p> <p>1.1.1</p> <p>3.1.1, 4.5.1 3.1.1</p> <p>5.1.1 4.5.1</p> <p>3.1.1, 4.5.1</p>
Week 14	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. describe the four types of learning in which children engage;</p> <p>b. compare and contrast strategies for integrating art into the early childhood curriculum;</p>	<p>1.1.1 A</p> <p>1.5.1 A, D</p>	<p>2. Planning, Implementing, and Evaluating Art</p>	<ul style="list-style-type: none"> Discussing about the four types of learning (knowledge, skills, dispositions, and feelings) in which children engage Discussing on how to integrate art into the early childhood curriculum Planning activities wherein art is integrated 	<ul style="list-style-type: none"> Quiz on the four types of learning Planned integrated art activities 	<p>1.1.1</p> <p>3.1.1, 4.5.1</p>

	<p>c. explain the relationship between intentional teaching and teachable moments; and</p> <p>d. make and use clay and play dough with young children.</p>	<p>1.1.1 A</p> <p>3.1.1 4.5.1 D, E</p>		<ul style="list-style-type: none"> • Discussing the relationship and difference between intentional teaching and teachable moments • Capturing a teachable moment during one of the classroom observations. Record the stimulus and how the event transpired. Did you see any learning take place? Were the children involved? What could this tell you about teachable moments • Making play dough and using this in creating different clay and play dough activities for young children • Demonstrating how to facilitate clay and play dough activities for young children • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Observation notes and report • Output: accomplished clay and play dough for young children • Demonstration and a scoring rubric • Performance Based assessment • Output: Activity plan and materials 	<p>1.5.1</p> <p>4.5.1</p> <p>3.1.1</p> <p>5.1.1</p> <p>4.5.1</p>
Week 15	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. discuss how art fosters learning in mathematics, science, language arts, communication and literacy, social studies, and the expressive arts; and</p> <p>b. provide three-dimensional art activities</p>	<p>1.1.1 A</p> <p>3.1.1 4.5.1 D, E</p>	<p>3. Integrating Art Across the Early Childhood Curriculum</p>	<ul style="list-style-type: none"> • Discussing how art fosters learning in mathematics, science, language arts, communication and literacy, social studies, and the expressive arts • Creating different three-dimensional art activities for young children • Demonstrating how to facilitate a three-dimensional art experience • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Quiz on how art fosters learning in mathematics, science, language arts, communication and literacy, social studies, and the expressive arts • Output: accomplished three-dimensional art activities • Demonstration and a scoring rubric • Performance Based assessment • Output: Activity plan and materials 	<p>1.1.1</p> <p>4.5.1</p> <p>3.1.1</p> <p>5.1.1</p> <p>4.5.1</p>

Week 16	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>c. list and discuss the criteria for setting up an early childhood art center;</p> <p>d. evaluate the effectiveness of an art center/ program; and</p> <p>e. make puppets and masks with young children.</p>	<p>1.1.1 A</p> <p>1.5.1 5.1.1 A</p> <p>3.1.1 4.5.1 D, E</p>	<p>4. The Art Center</p>	<ul style="list-style-type: none"> • Discussing the criteria for setting up an early childhood art center • Observing a successful art center. Describe the teacher’s role • Designing the art center you would create for your classroom and list the materials with which you would stock your art center • Creating different puppets and masks for young children • Demonstrating how to facilitate puppets and masks experience for young children • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Quiz on the criteria for setting up an early childhood art center • Observation notes and report • Designed art center with a scoring rubric • Output: accomplished puppets and masks for young children • Demonstration and a scoring rubric • Performance Based assessment • Output: Activity plan and materials 	<p>1.1.1</p> <p>1.5.1</p> <p>1.5.1, 2.1.1, 2.4.1</p> <p>4.5.1</p> <p>3.1.1</p> <p>5.1.1 4.5.1</p>
Week 17	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. identify ways in which a teacher can be a creative individual and art specialist in the center or classroom</p> <p>a. brainstorm strategies for troubleshooting children’s art</p> <p>b. provide sewing and weaving activities for young children</p>	<p>1.1.1 3.1.1 A</p> <p>3.1.1 3.2.1</p>	<p>E. Roles and Strategies</p> <p>1. Roles, Responses, and Strategies to Support Children’s Art</p>	<ul style="list-style-type: none"> • Practicing being a model and participator as you interact with children making art. Record what transpired as well as your reactions • Listening and observing a teacher talking with a child about his/her arts. How did the child respond? If necessary, think of some alternatives that would be more effective • Discussing and brainstorming strategies for troubleshooting children’s art 	<ul style="list-style-type: none"> • Report on the practicing being a model and participator in interacting with children making art • Observation notes and report • List of strategies from the brainstorming activity 	<p>1.5.1, 3.1.1</p> <p>1.5.1</p> <p>3.1.1, 3.2.1, 4.5.1</p>

		4.5.1 E 3.1.1 4.5.1 D, E		<ul style="list-style-type: none"> Analysing case dilemmas Creating different sewing and weaving activities for young children Demonstrating how to facilitate sewing and weaving experience for young children Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> Report on the case dilemmas Output: accomplished sewing and weaving activities for young children Demonstration and a scoring rubric Performance Based assessment Output: Activity plan and materials 	1.5.1 4.5.1 3.1.1 5.1.1 4.5.1
Week 18	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. discuss the teacher’s role as observer, recorder, and assessor and how observational data assist in artistic assessment b. explain how children’s art files and folders can be used to organize formal and informal assessment information c. discuss the role of assessment in art d. provide mobile and stabile activities for young children 	1.1.1 A 5.1.1 5.2.1 A, B, C 1.1.1 5.5.1 A, C 3.1.1 4.5.1 D, E	2. Art Assessment	<ul style="list-style-type: none"> Discussing the teacher’s role as observer, recorder, and assessor and how observational data assist in artistic assessment Conducting an interview with teachers about their view on assessment in early childhood, how they evaluate young children, and what they use to evaluate children’s artistic progress Discussing how children’s art files and folders can be used to organize formal and informal assessment Discussing the role of assessment in art Creating different mobile and stabile activities for young children Demonstrating how to facilitate mobile and stabile experience for young children 	<ul style="list-style-type: none"> Quiz on the teacher’s role as observer, recorder, and assessor and how observational data assist in artistic assessment Interview report Quiz on how children’s art files and folders can be used to organize formal and informal assessment Quiz on the role of assessment in art Output: accomplished mobile and stabile activities for young children Demonstration and a scoring rubric 	1.1.1 1.5.1, 4.4.1, 7.3.1 1.1.1, 5.1.1, 5.2.1 1.1.1 4.5.1 3.1.1

				<ul style="list-style-type: none"> • Conducting classroom activities with appropriate materials (maybe technology-based) 	<ul style="list-style-type: none"> • Performance Based assessment • Output: Activity plan and materials 	5.1.1 4.5.1
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Beaty, J. J. (2014). *Preschool Appropriate Practices: Environment, Curriculum, and Development*. 4th ed. Belmont, CA: Wadsworth Cengage.

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Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <p>6.1.a. Articulate and discuss the latest developments in the specific field of practice</p> <p>6.2.b. Demonstrate mastery of subject matter/discipline</p> <p>6.3.a. Demonstrate high level of content and pedagogical</p> <p>6.3.e. Possess critical and problem solving skills</p>

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	

Term		E-mail Address	
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Course Information			
Course Name	Numeracy Development	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs/wk (18 weeks, 54 hrs total)
Course Requirements			
Grading System			

Course Description	BTIs covered
<p>This course focuses on developing technological, pedagogical and content knowledge necessary to support young children learning mathematics in ways that foster mathematical understanding, application, and enjoyment both in the teacher and the learners. It provides opportunities to demonstrate knowledge of teaching strategies that promote numeracy skills in young children. The course also equips students with the ability to design and select mathematical tasks that promote an inquiry, problem solving learning environment.</p>	<p>1.1.1 1.4.1</p>
Course Learning Outcomes	BTIs covered
<p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate knowledge on the technological, pedagogical and content knowledge for numeracy skills in the three ECE levels; B. demonstrate knowledge and understanding of differentiated mathematical activities for the three ECE levels to suit the learners' gender needs, strengths, interests and experiences; C. demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement in numeracy skills in the three ECE levels; D. demonstrate engagement and enjoyment in facilitating mathematical activities to nurture and inspire learner participation; and E. design mathematical tasks that promote critical and creative thinking and higher order thinking skills for the three ECE levels. 	<p>1.4.1 3.1.1 5.4.1 2.4.1 1.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) can: a. cite the implications of the philosophical considerations in teaching Mathematics; and b. elaborate on the influences of philosophical considerations on the School Mathematics Curriculum.	1.4.1 A 1.4.1 A	<ul style="list-style-type: none"> • Introduction <ol style="list-style-type: none"> 1. Philosophical Considerations <ul style="list-style-type: none"> - What is Mathematics? - What Does It Mean to Know Mathematics? - Implications of These Philosophical Considerations 2. Influences on the School Mathematics Curriculum <ul style="list-style-type: none"> - Professional Organizations - Mathematical Textbooks - Standardized Achievement Tests 3. Math Programs <ul style="list-style-type: none"> - Singapore - Kumon - Montessori 	<ul style="list-style-type: none"> • Interactive discussion on the Philosophical considerations in Teaching Mathematics • Brainstorming on the Influences on the School Mathematics Curriculum 	<ul style="list-style-type: none"> • Reflective Journal on the implications of the philosophical considerations in teaching Mathematics • Sharing of insights on the school Mathematics Curriculum 	4.2.1 4.2.1
Week 3	At the end of the weeks, the pre-service teacher (PST) can: a. describe the children's world in relation to Mathematics.	1.4.1 B	<p>4. Children and Mathematics</p> <p>5. The Children's World</p> <ul style="list-style-type: none"> - Children Have Many Number Experiences - Children Are Active in their World - Children Observe Relationships in Their World - Children Learn Mathematics in Concert with Other Subjects - Children's Feelings Affect their Ability to Learn 	<ul style="list-style-type: none"> • Observation of children's activities in relation to Math • Interactive discussion on Children's World as regards the Teaching Mathematics 	<ul style="list-style-type: none"> • Observation report on children's activities in Relation to Math • Sharing of experiences 	1.5.1 4.2.1

Week 4	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>b. discuss the psychological considerations in teaching Mathematics.</p>	1.4.1 A	<p>6. Psychological Considerations in Teaching Mathematics</p> <ul style="list-style-type: none"> - Logical and Psychological Approaches to Mathematics - Sources of Information About How Children Learn Mathematics - How Children Form Mathematical Concepts - Children's Thinking - Children's Communicating of Mathematical Concepts 	<ul style="list-style-type: none"> • Conducting a Round Table Discussion on the Psychological Considerations on Teaching Mathematics 	<ul style="list-style-type: none"> • Writing of reflective Journal • Scoring rubric on reflective journal 	4.2.1 5.3.1
Week 5	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. describe the constructivist view of teaching Mathematics to young children;</p> <p>b. demonstrate engagement and enjoyment in facilitating mathematical activities to nurture and inspire learner participation; and</p> <p>c. design an assessment activity for <i>Teaching Children Mathematics</i></p>	<p>1.4.1 A</p> <p>1.5.1 A</p> <p>1.5.1 A</p> <p>2.4.1 D</p> <p>5.1.1 C</p>	<p>7. Teaching Children Mathematics</p> <ul style="list-style-type: none"> - Teachers' Attitudes about Children - Teaching Style - A Constructivist View of Teaching Young Children - Enhancing and Guiding learning 	<ul style="list-style-type: none"> • Conducting a Panel discussion on Teaching Children Mathematics - Teachers' Attitudes about Children - Teaching Style - A Constructivist View of Teaching Young Children - Enhancing and Guiding learning <ul style="list-style-type: none"> • Preparing an assessment activity on <i>Teaching Children Mathematics</i> 	<ul style="list-style-type: none"> • Writing of reflective Journal • Scoring rubric on reflective journal <ul style="list-style-type: none"> • Output: Assessment Activity 	4.2.1 5.3.1 5.1.1

<p>Weeks 6-7</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. use attributes to make collections through sets;</p> <p>b. demonstrate engagement and enjoyment in facilitating mathematical activities to nurture and inspire learner participation; and</p> <p>c. design an assessment activity for <i>SETS: Using Attributes to Make Collections</i>.</p>	<p>1.5.1 A</p> <p>2.4.1 D</p> <p>5.1.1 C</p>	<ul style="list-style-type: none"> • SETS: Using Attributes to Make Collections <ol style="list-style-type: none"> 1. Big Idea: Attributes Can Be Used to Sort Collections into Sets 2. Big Idea: The Same Collection Can Be Sorted in Different Ways 3. Big Idea: Sets Can Be Compared and Ordered Implications for Teaching 	<ul style="list-style-type: none"> • Conducting classroom activities with appropriate materials (maybe technology-based) (Find my match, What's my rule, People Sort, Leaf Sort, Shoe Sort) • Watching Video related to <i>SETS: Using Attributes to Make Collections</i> • Preparing an assessment activity on <i>SETS: Using Attributes to Make Collections</i> 	<ul style="list-style-type: none"> • Performance Based assessment • Output: Activity plan and materials • Writing insights on the Video related to <i>SETS: Using Attributes to Make Collections</i> • Scoring rubric • Output: Assessment Activity 	<p>5.3.1 4.5.1</p> <p>4.2.3</p> <p>5.3.1 5.1.1</p>
<p>Weeks 8-9</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. use number sense in developing a meaningful sense of quality;</p> <p>b. link numbers to objects, actions, ideas and symbols;</p> <p>c. demonstrate engagement and enjoyment in facilitating mathematical activities to nurture and inspire learner participation; and</p> <p>d. design an assessment activity for <i>Number Sense</i>.</p>	<p>1.5.1 A, B</p> <p>1.4.1 A</p> <p>2.4.1 D</p> <p>5.1.1 C</p>	<ul style="list-style-type: none"> • Number Sense: Developing a Meaningful Sense of Quality <ol style="list-style-type: none"> 1. Big Idea: Numbers Are Used in Many Ways, Some More Mathematical than Others 2. Big Idea: Quantity Is an Attribute of a Set of Objects, and We Use Numbers to Name Specific Quantities 3. Big Idea: The Quantity of a Small Collection Can Be Intuitively Perceived without Counting 4. Implications for Teaching 	<ul style="list-style-type: none"> • Conducting games and Activities with appropriate materials (maybe technology-based) on number sense development <ul style="list-style-type: none"> - Making 10 frames, - Name that number - Match that Number - Dot card games - Number line Jump - Other games and activities to develop number sense • Watching Video <i>related to number sense</i> • Preparing an assessment activity on <i>Number Sense</i> 	<ul style="list-style-type: none"> • Performance Based assessment • Output: Activity plan and materials • Writing insights on the Video related to number sense • Scoring rubric • Output: Assessment Activity 	<p>5.3.1 4.5.1</p> <p>4.3.1</p> <p>5.3.1 5.1.1</p>

<p>Weeks 10-11</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. explain the big ideas on counting;</p> <p>b. demonstrate rational counting skills through authentic experiences;</p> <p>c. highlight number pattern and structure to advance rational counting skills;</p> <p>d. use routines to practice counting;</p> <p>e. create activities in counting more than just 1, 2, 3;</p> <p>f. demonstrate engagement and enjoyment in facilitating mathematical activities to nurture and inspire learner participation; and</p> <p>g. design an assessment activity for <i>Counting</i>.</p>	<p>1.4.1 A</p> <p>1.4.1 E</p> <p>1.5.1 E</p> <p>1.4.1 C</p> <p>1.4.1 B, D</p> <p>2.4.1 D</p> <p>5.1.1 C</p>	<ul style="list-style-type: none"> • Counting: More Than Just 1,2,3 <ol style="list-style-type: none"> 1. Big Idea: Counting Can Be Used to Find Out “How Many” in a Collection 2. Big Idea: Counting Has Rules That Apply to Any Collection 3. Big Idea: Counting Has Rules That Apply to Any Collection Implications for Teaching 	<ul style="list-style-type: none"> • Conducting games and Activities with appropriate materials (maybe technology-based), <i>In Counting: More Than Just 1,2,3</i> • Watching Video related to games and Activities, <i>In Counting: More Than Just 1,2,3</i> • Preparing an assessment activity on <i>Counting</i> 	<ul style="list-style-type: none"> • Performance Based assessment • Output: Activity plan and materials • Writing insights on the Video related to <i>Counting: More Than Just 1,2,3</i> • Scoring rubric • Output: Assessment Activity 	<p>5.3.1 4.5.1</p> <p>4.3.1</p> <p>5.1.1</p>
<p>Weeks 12-13</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. explain the big ideas on number operations through varied activities;</p> <p>b. apply children’s strategies for problem solving;</p>	<p>1.5.1 B, D</p> <p>1.4.1 E</p> <p>2.4.1 D</p>	<ul style="list-style-type: none"> • Number Operations: Every Operation Tells a Story <ol style="list-style-type: none"> 1. Big Idea: Sets Be Changed by Adding Items (Joining) or by Taking Some Away (Separating) 2. Big Idea: Sets Can Be Compared Using the Attributes of Numerosity and Ordered by More 	<ul style="list-style-type: none"> • Conducting games and activities with appropriate materials (maybe technology-based), <i>on number operations</i> <ul style="list-style-type: none"> - <i>How many now? (joining)</i> - <i>How many now (Separating)</i> - <i>Which has more?</i> - <i>Which has fewer?</i> - <i>How many more?</i> 	<ul style="list-style-type: none"> • Performance Based assessment • Output: Activity Plan and materials 	<p>5.3.1 4.5.1</p>

	<p>c. demonstrate engagement and enjoyment in facilitating mathematical activities to nurture and inspire learner participation; and</p> <p>d. design an assessment activity for <i>Number Operations</i>.</p>	5.1.1 C	<p>Than, Less Than, and Equal To</p> <p>3. Big Idea: A Quantity (Whole) Can Be Decomposed into Equal or Unequal Parts: The Parts Can Be Composed to Form the Whole Implications for Teaching</p>	<ul style="list-style-type: none"> - <i>How many fewer?</i> - <i>How many in the whole? (composing)</i> - <i>How many in one part (decomposing)</i> - <i>The Snake Game</i> - <i>Make Four Elbows</i> - <i>Tees and Tees and More</i> - <i>More or Less Concentration</i> - <i>Counting Books</i> - <i>Twinkle Music</i> - <i>How many windows?</i> - <i>Where's the Bear?</i> - <i>Other Activities?</i> <ul style="list-style-type: none"> • <i>Watching video related to Number Operations</i> <ul style="list-style-type: none"> • Preparing an assessment activity on <i>Number Operations</i> 	<ul style="list-style-type: none"> • Writing insights on the Video on number operations • Scoring rubric <ul style="list-style-type: none"> • Output: Assessment Activity 	4.3.1 5.1.1
Week 14	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. describe and discuss patterns to build understanding of patterns;</p> <p>b. recognize repetition and regularity through patterns;</p> <p>c. explain the big ideas on patterns (regularity and repetition);</p> <p>d. create activities for exploring patterns;</p> <p>e. demonstrate engagement and enjoyment in facilitating mathematical activities to</p>	1.4.1 A 1.4.1 A 1.4.1 A 1.4.1 B, D, E 2.4.1 D	<ul style="list-style-type: none"> • Pattern: Recognizing Repetition and Regularity <p>1. Big Idea: Patterns Are Sequences Governed by a Rule; They Exist Both in the World and in Mathematics</p> <p>2. Big Idea: Identifying the Rule of a Pattern Brings Predictability and Allows Us to Make Generalizations</p> <p>3. Big Idea: The Same Pattern Structure Can Be Found in Many Different Forms</p> <p>4. Implications for Teaching</p>	<ul style="list-style-type: none"> • Conducting games and Activities with appropriate materials (maybe technology-based) on <i>Pattern Repetition and Regularity</i> - Creating patterns in their artwork - Having songs and finger plays - Creating basket of percussion instruments - Bouncing of ball up and down - Looking patterns of children's books <ul style="list-style-type: none"> • Watching Video related to games and Activities on patterns 	<ul style="list-style-type: none"> • Performance Based assessment • Output: Activity Plan and materials <ul style="list-style-type: none"> • Writing insights on the Video on patterns • Scoring rubric 	5.3.1 4.5.1 4.3.1

	nurture and inspire learner participation; and f. design an assessment activity for <i>Pattern</i>	5.1.1 C		<ul style="list-style-type: none"> Preparing an assessment activity on <i>Pattern</i> 	<ul style="list-style-type: none"> Output: Assessment Activity 	5.1.1
Week 15	At the end of the week, the pre-service teacher (PST) can: a. make fair comparisons through measurement; b. explain big ideas on measurement; and c. design an assessment activity for <i>Measurement</i> .	1.5.1 E 1.4.1 A 5.1.1 C	<ul style="list-style-type: none"> Measurement: Making Fair Comparisons <ol style="list-style-type: none"> Big Idea: Many Different Attributes Can Be Measured, Even When Measuring a Single Object Big Idea: All Measurement Involves a "Fair" Comparison Big Idea: Quantifying a Measurement Helps Us Describe and Compare More Precisely Implications for Teaching 	<ul style="list-style-type: none"> Conducting games and Activities with appropriate materials (maybe technology-based) on <i>Measurement: Making Fair Comparisons</i> <ul style="list-style-type: none"> What kind of bigger is it? How can we compare? How can we make it fair? How much bigger is it? Watching Video related to games and Activities on <i>Measurement: Making Fair Comparisons</i> Preparing and assessment activity on <i>Measurement</i> 	<ul style="list-style-type: none"> Performance Based assessment Output: Activity plan and materials Writing insights on the Video on measurement Scoring rubric Output: Assessment Activity 	5.3.1 4.5.1 4.3.1 5.1.1
Week 16	At the end of the week, the pre-service teacher (PST) can: a. ask questions and find answers through data analysis; b. demonstrate engagement and enjoyment in facilitating mathematical activities to nurture and inspire learner participation; and	1.5.1 E 2.4.1 D	<ul style="list-style-type: none"> Data Analysis: Asking Questions and Finding Answers <ol style="list-style-type: none"> Big Idea: The Purpose of Collecting Data Is to Answer Questions When the Answers Are Not Immediately Obvious Big Idea: Data Must Be Represented in Order to Be Interpreted, and How Data Are Gathered and Organized Depends on the Question Big Idea: It Is Useful to Compare Parts of the 	<ul style="list-style-type: none"> Conducting games and Activities with appropriate materials (maybe technology-based) on <i>Data Analysis: Asking Questions and Finding Answers</i> <ul style="list-style-type: none"> Object Graph Pictograph Bar graph Tally graph Watching Video related to games and Activities on <i>Data Analysis:</i> 	<ul style="list-style-type: none"> Performance Based assessment Output: Activity Plan and materials Writing insights on the Video on data analysis Scoring rubric 	5.3.1 4.5.1 4.3.1

	c. design an assessment activity for <i>Data Analysis</i> .	5.1.1 C	Data and to Draw Conclusions about the Data as a Whole 4. Implications for Teaching	<i>Asking Questions and Finding Answers</i> • Preparing an assessment activity on <i>Data Analysis</i>	• Output: Assessment Activity	5.1.1
Week 17	At the end of the week, the pre-service teacher (PST) can: a. define shapes through varied activities; b. explain big ideas about spatial relationships; c. demonstrate engagement and enjoyment in facilitating mathematical activities to nurture and inspire learner participation d. design an assessment activity for <i>Shapes</i>	1.4.1 A, B 1.4.1 A 2.4.1 D 5.1.1 C	• Shape: Developing Definitions 1. Big Idea: Shapes Can Be Defined and Classified by Their Attributes 2. Big Idea: The Flat Faces of Solid (Three-Dimensional) Shapes Are Two-Dimensional Shapes	• Conducting games and Activities with appropriate materials (maybe technology-based) on shapes: - Blocks and other Construction Materials - Movement Songs and Games - Informal Games and activities - Obstacle Courses and Mapping activities - Puzzles - Block building (discovery, towers and roads, bridges, enclosures, patterns and symmetry and representational building • Watching Video related to games and Activities on shapes • Preparing an assessment activity on <i>Shapes</i>	• Performance Based assessment • Output: Activity Plan and materials • Writing insights on the Video on shapes • Scoring rubric • Output: Assessment Activity	5.3.1 4.5.1 4.3.1 4.3.1 5.1.1
Week 18	At the end of the week, the pre-service teacher (PST) can: a. identify basic shape categories; b. provide a diversity of shape examples for investigation;	1.4.1 A 1.4.1 B, D	• Big Idea: Shapes Can Be Combined and Separated (Composed and Decomposed) Spatial Relationships: Mapping the World Around Us 1. Big Idea: Relationships Between Objects and Places Can Be	• Conducting Games and Activities with appropriate materials (maybe technology-based) on <i>Shapes Can Be Combined and Separated (Composed and Decomposed) Spatial Relationships</i>	• Performance Based assessment • Output: Activity Plan and materials	5.3.1 4.5.1 4.3.1

	<p>c. demonstrate mastery on the development of ideas about shapes;</p> <p>d. act out stories / situations that use shapes;</p> <p>e. demonstrate engagement and enjoyment in facilitating mathematical activities to nurture and inspire learner participation;</p> <p>f. design an assessment activity for <i>Spatial Relationships</i></p>	<p>1.4.1 A</p> <p>1.4.1 B, D</p> <p>2.4.1 D</p> <p>5.1.1 C</p>	<p>Represented with Mathematical Precision</p> <p>2. Big Idea: Our Own Experiences of Space and Two-Dimensional Representations of Space Reflect a Specific Point of View</p> <p>3. Big Idea: Spatial Relationships Can Be Visualized and Manipulated Mentally</p> <p>4. Implications for Teaching to Make New Shapes</p> <p>5. Implications for Teaching</p> <p>6. Implications for Teaching</p>	<ul style="list-style-type: none"> • Watching Video related to games and Activities • Preparing an assessment activity on <i>Spatial relationships</i> 	<ul style="list-style-type: none"> • Writing insights on the Video on shapes • Scoring rubric • Output: Assessment Activity 	<p>5.1.1</p>
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Suggested References

<https://www.erikson.edu>

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4-5):</p> <ul style="list-style-type: none"> 6.1.c. Work effectively and independently in multi-disciplinary and multi-cultural teams 6.3.a. Demonstrate high level of content and pedagogical knowledge 6.3.b. Demonstrate appreciation for diversity 6.3.c. Manifest collaborative skills 6.4.a. Demonstrate service orientation in their respective professions 			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Inclusive Education in Early Childhood Settings	Course Code	
Pre-requisite Subject		Course Credit	
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course addresses educational needs of typical and atypical learners from ages 0 to 8 years old with emphasis on early intervention and home-school partnership. It demonstrates knowledge of red flags for early detection and identification. It provides opportunities to observe and interact with children in and inclusive early childhood settings.</p>	<p>BTIs covered</p> <p>1.1.1 3.3.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. Demonstrate knowledge of what is typical and atypical development characteristics of young children; B. Demonstrate knowledge of teaching strategies that are inclusive of learners from the early childhood settings; C. Address special needs in early childhood settings; D. Prepare developmentally sequenced learning plans based on the analysis of needs of young learners with special needs; E. Use strategies responsive to address special needs, disabilities, giftedness and talents in early childhood setting; F. Collaborate with other professional to analyze typical and atypical characteristics of young children; and G. Demonstrate commitment to inclusive practices in meeting the needs of all young learners. 	<p>BTIs covered</p> <p>1.1.1 3.5.1 3.3.1, 3.4.1 4.1.1 3.3.1 6.2.1, 7.3.1 7.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) can: a. trace and describe the evolution of services for children with special needs and relate/connect the implications of these historical transitions to the emergence of two paradigms about disability: the medical and social models; and b. discuss the highlights, key features and provisions of national (local) and international human rights treaties and frameworks that paved the way to Inclusion as a process and as a practice.	1.1.1 A 1.1.1 1.2.1 6.3.1 A	A. Review of Inclusion Philosophical and Legal Bases: Education for All and the Right to Education 1. History of Education for Students with Disabilities 2. Section 504 of the rehab Act, the ADA, the EHA. & IDEA / IDEIA 3. Disability Rights in the 21 st Century 4. UN Convention in the Rights of the Child (CRC, CROC, or UNCRC) 1990 5. The Salamanca Statement and Framework for Action on Special Needs Education (June 1994) 6. UN Convention on the Rights of Persons with Disabilities (May 2008) 7. The Magna Carta for Disabled Persons (RA 7277) 1992 8. Individuals with Disabilities in Education Improvement Act (IDEIA) 2004 9. Department of Education Philosophy on Inclusion 10. CHED Memorandum Order No. 23 series of 2000 on Quality Education for Learners with Special Needs 11. NCDE Guidelines in the Admission of Students with Disabilities in Higher Education and Post-	<ul style="list-style-type: none"> • Discussion • Use of learning log and one-minute notes • Students provide responses and reflections on what they learned on specific session. Instructor provides feedback based on students' responses. <ul style="list-style-type: none"> • Discussion • Use of learning log and one-minute notes 	<ul style="list-style-type: none"> • Quiz on services for children with special needs • Reflection paper-scoring rubric. 	1.1.1 5.1.1, 7.4.1 1.1.1 1.2.1

			<p>Secondary Institution in the Philippines</p> <p>12. CHED Memorandum Order 09 series of 2013 on Enhanced Policies and Guidelines on Student Affairs and Services</p> <p>13. Paradigms of Disability: The Medical and Social Models</p>			
Weeks 3-4	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. define inclusion and inclusive education and relate these definitions when they articulate their own philosophy of education in teaching and supporting children with special needs</p> <p>b. discuss/explain the concept of least restrictive environment/alternatives and explain (state) the rationale for inclusion/inclusive education and early intervention</p>	<p>1.1.1 7.1.1 A, G</p> <p>1.1.1 A</p>	<p>B. Inclusive Approach to Early Education</p> <ol style="list-style-type: none"> Inclusion and Inclusive Education Defined Characteristics of Evidence-Based Inclusive Schools Critical Dimensions of Inclusive Classrooms Benefits of Inclusion Concerns and Challenges of Inclusive Education 	<ul style="list-style-type: none"> Lecturette and discussion Use of the Inclusion Web: Students identify and name basic elements/components of Inclusion (providing key words/phrases that represent the <i>what</i>, the <i>why</i>, the <i>how</i>, the <i>who</i>, the <i>when</i> and for whom) My Philosophy of Educating Children with Special Needs in the Inclusive Classroom/ School: (Using criteria and elements of inclusive practices, students come up with their written philosophical statement on inclusion) 	<ul style="list-style-type: none"> Quiz on inclusive approach to early education Inclusion Web-scoring rubric My Inclusion Philosophy-scoring rubric 	<p>1.1.1.</p> <p>1.5.1, 4.5.1</p> <p>7.1.1</p>
Weeks 5-10	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. describe the characteristics of each of the specific disabilities;</p> <p>b. identify and explain the causes of each of the specific disabilities; and</p>	<p>3.1.1 A</p> <p>3.1.1 A</p>	<p>C. Specific Disabilities/ Exceptionalities (Focus on characteristics, causes, impact on development and learning, identification, strategies in classroom for children, 0-8 years)</p> <ol style="list-style-type: none"> Speech and language impairments 	<ul style="list-style-type: none"> Lecturette and discussion Observe an inclusive class for young children. Note the characteristics and needs of the 	<ul style="list-style-type: none"> Quiz on specific disabilities/ exceptionalities Class observation report 	<p>1.1.1, 3.1.1</p> <p>1.5.1, 3.1.1</p>

	<p>c. name and describe the assessment procedures to identify each of these disabilities;</p> <p>d. identify red flags in young children; and</p> <p>e. enumerate and describe the educational approaches and strategies in the classroom for young children and with each of these disabilities.</p>	<p>5.2.1 A</p> <p>3.4.1 A</p> <p>3.4.1 A</p>	<p>2. Autism Spectrum Disorder</p> <p>3. Visual and Hearing Impairment</p> <p>4. Physical Disabilities</p> <p>5. Intellectual Disabilities</p> <p>6. Attention Deficit/Hyperactivity Disorder</p> <p>7. Learning Disabilities</p> <p>8. Exceptionally Bright</p>	<p>children with special needs. List down the strategies that the teacher utilized to meet the needs of learners</p> <ul style="list-style-type: none"> • Invite a developmental pediatrician to share about recognizing red flags in children. Ask about the methods used to determine the special needs of young children • Compile checklists of red flags useful for a teacher of young children • Clip an article about young children showing extraordinary skills/talents e.g. a 3-year old girl who can already read, a 4-year old boy who can play the classical pieces in the piano. Share in the class about how their parents respond to the children's abilities 	<ul style="list-style-type: none"> • Reaction paper on interaction with the Developmental Pediatrician • Compilation of red flag checklists 	<p>5.2.1, 7.4.1</p> <p>3.4.1</p>
Week 11	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. state/articulate their understanding of the rationale for early intervention;</p> <p>b. compare typical with atypical development;</p>	<p>1.1.1 B, C</p> <p>1.1.1 3.4.1 A</p> <p>1.1.1 1.2.1 A</p>	<p>D. Role of Early Intervention in Inclusive Education</p> <p>1. Who is served? (typical and atypical learners)</p> <p>2. Evidence-based Early Intervention</p> <p>3. Evidence-based Practices in Preschool Education</p> <p>4. Transition from Preschool to Elementary School</p> <p>5. The teacher and the intervention team (developmental</p>	<ul style="list-style-type: none"> • Lecturette and discussion • Selected readings and reflection 	<ul style="list-style-type: none"> • Short essay quiz (or take-home review paper) • Reflection paper-scoring rubric 	<p>1.1.1 3.4.1 1.2.1</p>

	<p>c. discuss some of the major issues and concerns related to atypical development; and</p> <p>d. explain the roles of the professionals in the intervention team and how the teacher works with them.</p>	4.4.1 E, F	<p>pediatrician, sped teacher, shadow teacher, occupational therapist, speech therapist, psychologist)</p>			
Weeks 12-13	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. discuss evolving themes and special concerns</p>		<p>E. Evolving Themes and Special Concerns</p> <ol style="list-style-type: none"> 1. Service delivery models 2. Current best practices 3. Challenges in merging regular education and special education 4. Professional collaboration 5. Creating and maintaining inclusive classrooms 	<ul style="list-style-type: none"> • Invite a resource person on service delivery models • Visit of inclusive early childhood centers and professional conversations with Sped and GE teachers on their experiences 	<ul style="list-style-type: none"> • Reflection paper on learnings, insights and notes of experiences drawn from the lectures, school visit and professional conversations- scoring rubric 	3.5.1
Week 14	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>e. explain the differences among the different early intervention curriculum models and various basic instructional principles.</p>	3.5.1 B, E	<p>F. Early Intervention Programs</p> <ol style="list-style-type: none"> 1. Developmental models 2. Developmental-cognitive model 3. Behavioral model 4. The naturalistic curriculum model (activity-based intervention) 5. Common Program (mainstreaming) 6. Concerns relating to inclusion 	<ul style="list-style-type: none"> • Lecture/discussion • Selected readings (journal article/text-book based cases) 	<ul style="list-style-type: none"> • Quiz on early intervention programs • Review paper (Students provide thoughtful and reflective responses on essay questions) 	3.5.1
Weeks 15-16	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. identify the role of teachers, other professionals and parents in the planning and implementation of intervention</p>	6.2.1 7.3.1	<p>G. Planning for Inclusion: Customizing Early Intervention</p> <ol style="list-style-type: none"> 1. Individualized Family Service Plan (IFSP) 2. Individualized Education Plan (IEP) 	<ul style="list-style-type: none"> • Lecture/discussion on IFSP and IEP process and requirements • Exercises (individual and small group) and whole class workshop 	<ul style="list-style-type: none"> • Preliminary IFSP/ IEP for selected cases-scoring rubric 	6.2.1 7.3.1

	<p>programs and the Individualized Education Plan (IEP); and</p> <p>b. apply the skills they learned in using information collected from assessment to formulate goals and objectives for the planning and implementation of the IEP.</p>	<p>A, B, C, D, E,</p> <p>4.1.1 3.3.1 D</p>	<p>3. Principles of IEP</p> <p>4. Formulating Annual Goals (AG) and Short-Term Objectives (STOs)</p> <p>5. Evaluating pupil gains and scores within IEP</p>	<p>with an output on framing Annual Goals and Short-term objectives based on selected case</p> <ul style="list-style-type: none"> Demonstration and hands-on exercise on drafting Annual Goals, Short term objectives and prioritizing tasks/task analysis 		<p>4.1.1 3.3.1</p>
<p>Week 17-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. design instructional plan that incorporates both the child and family outcomes in partnership with family members and other professionals.</p>	<p>3.3.1 D, E, F</p>	<p>H. An Overview of Basic Instructional Principles</p> <p>1. Elements of Instructional Plan</p>	<ul style="list-style-type: none"> Lecturette and demonstration of step-by-step accomplishment of a typical instructional plan Whole class workshop with individual or small group output on Instructional Plan 	<ul style="list-style-type: none"> Quiz on basic instructional principles Instructional Plan-scoring rubric 	<p>3.3.1</p>

Suggested References

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 Brillante, P. (2017) The Essentials: Supporting Young Children with Disabilities in the Classroom. NAEYC.

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Electronic:

<https://www.dec-sped.org/>

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <p>6.2.b. Demonstrate mastery of subject matter/discipline</p> <p>6.3.a. Demonstrate high level of content and pedagogical knowledge</p> <p>6.3.d. Demonstrate innovative thinking</p>			
Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Children's Literature	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course focuses on the importance of children's literature for promoting lifelong love of reading among the young learners. It focuses on the technological, pedagogical and content knowledge necessary to demonstrate knowledge of children's literature that promote literacy skills and respond to the learner diversity.</p>	<p>BTIs covered</p> <p>1.1.1 1.4.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding of children's literature to promote lifelong love for reading; B. demonstrate knowledge of children's literature to promote literacy skills; C. demonstrate interest and enjoyment of reading that nurture and inspire learner participation; D. show skills in the selection and use variety of teaching and learning resources Including ICT for learners from the three ECE levels; and E. apply teaching strategies using appropriate resources that are responsive to the learners' linguistic, cultural, socio-economic and religions background. 	<p>BTIs covered</p> <p>1.4.1 1.4.1 2.4.1 4.5.1 3.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) can: a. describe the literacy elements; b. explain the knowledge bases of children’s literature in early education; and c. advocate for the importance of building love of reading and enjoyment of books in the early years.	1.1.1 A, B 1.1.1 1.2.1 A, B 1.4.1 3.1.1 7.2.1 A, B, C	A. Introduction 1. Knowledge base of Children’s Literature in early education: Developmentally Appropriate Practices, constructivist approach, Huge collection of quality books for young children 2. Importance of Children’s Literature and building love of reading 3. History of Children’s Literature 4. Literacy Elements (plot, theme, characterization,)	<ul style="list-style-type: none"> • Discussion • Case analysis: Teacher’s use of children’s literature in the classroom • Think, pair, share: Linking DAP with Children’s Literature • Preparing an advocacy poster on the importance of Children’s literature and building love for reading 	<ul style="list-style-type: none"> • Quiz on the topics under introduction • Case analysis report • Advocacy poster on the importance of children’s literature- poster scoring rubric 	1.1.1 1.2.1, 1.5.1 1.4.1, 3.1.1, 4.5.1, 7.2.1
Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) can: a. articulate one’s own reading identity; and b. draw corresponding implications on the appropriate use of children’s literature to meet the developmental characteristics and needs of young children.	1.1.1 1.5.1 B 1.2.1 1.5.1 3.1.1 A, B	B. Characteristics of Young Children and appropriate environments 1. Review of Developmental characteristics of young children 2. Appropriate Literature-Rich Environments for infants and toddlers, preschoolers	<ul style="list-style-type: none"> • Class discussion • Preparing a matrix of salient characteristics and need of young children with corresponding implications for using children’s literature to match these. • Reading Identity: Thinking about your early development as a reader. Recalling stories and books that one enjoyed as a child. Interviewing family members on one’s early reading experiences and reflect upon your life as a reader inside and outside of school environments. Exploring why you are the reader or non-reader that you are today. 	<ul style="list-style-type: none"> • Quiz on characteristics of young children and appropriate environment • Matrix of salient characteristics and need of young children with corresponding implications for using children’s literature to match these. • Reading Identity Reflection paper 	1.1.1 1.1.1, 1.2.1, 1.5.1, 3.1.1 7.4.1

				<ul style="list-style-type: none"> • Visiting exemplary early childhood centers to learn about appropriate literature rich environments • Observing young children are engaged in literature activities 	<ul style="list-style-type: none"> • Observation reports 	1.5.1
Weeks 5-6	At the end of these weeks, the pre-service teacher (PST) can:		C. Literature Genres and Forms 1. The Picture Book	<ul style="list-style-type: none"> • Class discussion • Examining picture books which are Caldecott medal / Alcala winners, choose three that you find appealing and explain why. • Reading at least two picture books per level (infant/toddler, pre-k, K to 3) • Evaluating picture books using a set of criteria • Writing critical annotations of picture books • Creating an activity plan using picture books for young children 	<ul style="list-style-type: none"> • Quiz on literature genres and forms • Picture book evaluation report • Critical annotation of picture books • Reading record indicating picture books read appropriate to infant/toddler, preschool, Kindergarten to Grade 3) • Critical annotations of picture books-scoring rubric • Activity plan-scoring rubric 	1.1.1 1.5.1 1.5.1 1.4.1, 1.5.1 1.5.1 3.1.1, 4.5.1
Weeks 7-8	At the end of these weeks, the pre-service teacher (PST) can:		2. Folk Literature	<ul style="list-style-type: none"> • Class discussion • Listening to traditional songs. Talk among your friends regarding your favorites. • Reading at least two folk literature selection per level (infant/toddler, pre-k, K to 3) • Writing critical annotations of Folk literature for children. Include both foreign and local selections. 	<ul style="list-style-type: none"> • Quiz on folk literature • Folk Literature evaluation report • Critical annotation of folk literature • Reading record indicating selected folk literature read appropriate to infant/toddler, preschool, Kindergarten to Grade 3) • Writing critical annotations of Folk literature for children. Include both foreign and local selections. 	1.1.1 1.5.1 1.5.1 1.5.1

			12. Fairy tales as folk literature	<ul style="list-style-type: none"> Visiting a children’s bookstore (actual or virtual) and look at titles of new folktales on the market. 	<ul style="list-style-type: none"> Scoring rubric 	1.5.1 5.1.1
Weeks 9-10	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. describe what modern fantasy is; and b. demonstrate positive disposition and enjoyment of modern fantasy related to use with young children. 	1.1.1 A, B 1.4.1 3.1.1 7.2.1 A, B, C	3. Modern Fantasy <ol style="list-style-type: none"> What modern fantasy is Science fiction How they are use appropriately with young children 	<ul style="list-style-type: none"> Class discussion Choosing one selection appropriate for young children and writing a review 	<ul style="list-style-type: none"> Quiz on modern fantasy Review of a selected Modern fantasy book 	1.1.1 1.5.1, 4.5.1
Weeks 11-12	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. describe realistic fiction and its elements; b. choose appropriate realistic fiction selections appropriate for young children; and c. demonstrate positive disposition and enjoyment of realistic fiction related to use with young children. 	1.1.1 A, B 1.5.1 3.1.1 4.5.1 A, B, C, D 1.4.1 3.1.1 7.2.1 A, B, C	4. Realistic Fiction <ol style="list-style-type: none"> Characteristics of Quality Realistic Fiction for Young Children Using the Realistic Fiction Book in Social Studies 	<ul style="list-style-type: none"> Class discussion Evaluating realistic fiction using a set of criteria Writing critical annotations of realistic fiction Reading at least two realistic fictions per level (infant/toddler, pre-k, K to 3) 	<ul style="list-style-type: none"> Quiz on realistic fiction Realistic fiction evaluation report Critical annotation of realistic fiction Reading record indicating selected realistic fiction read appropriate to infant/toddler, preschool, Kindergarten to Grade 3) 	1.1.1 1.5.1 1.5.1 1.5.1
Weeks 13-14	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. demonstrate knowledge of various types of poems by writing samples of some types; 	1.1.1 A, B	5. Poetry and the Rhythm of Expression <ol style="list-style-type: none"> Poetry Elements and Forms Poetry and Rhythm Poetry Throughout the Classroom and Curriculum 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Quiz on poetry and the rhythm of expression Compilation of written poems and rhymes- scoring rubric 	1.1.1 1.5.1, 4.5.1

	<p>b. demonstrate positive disposition and enjoyment of poetry related to use with young children; and</p> <p>c. create an activity plan using poems and rhymes for young children.</p>	<p>1.4.1 3.1.1 7.2.1 A, B, C</p> <p>3.1.1 4.5.1 D, E</p>	<p>4. Teacher’s use of poetry in the classroom</p> <p>5. Linking poetry with curricular themes</p> <p>6. Poetry and Cultural Diversity</p>	<ul style="list-style-type: none"> • Holding a poetry “workshop” Students will write their own poems and rhymes • Poems and rhymes read-aloud • Compiling poems and rhymes for young children <ul style="list-style-type: none"> • Preparing an activity plan for young children using poems and rhymes 	<ul style="list-style-type: none"> • Activity plan using poems and rhymes- scoring rubric 	<p>3.1.1, 4.5.1</p>
<p>Weeks 15-16</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. evaluate appropriate books/materials in other forms;</p> <p>b. demonstrate positive disposition and enjoyment of books /materials in other forms/media related to use with young children; and</p> <p>c. create an activity plan using.</p>	<p>1.5.1 5.1.1 A, B</p> <p>1.4.1 3.1.1 7.2.1 A, B, C</p> <p>3.1.1 4.5.1 D, E</p>	<p>6. Books and Stories in Other Forms/Media</p> <p>a. Types</p> <ol style="list-style-type: none"> 1. Television 2. Audio books 3. Video 4. Applications (Apps) 5. Performances – puppet show <p>b. Criteria in evaluating other forms/ media for use with young children</p>	<ul style="list-style-type: none"> • Class discussion • Curating apps related to Children’s Literature genre • Annotating audio and video • Preparing an activity plan using the curated apps 	<ul style="list-style-type: none"> • Quiz on books and stories in other forms or media • List of curated apps • Activity plan • Annotated list of audio books and videos • Activity plan using poems and rhymes- scoring rubric 	<p>1.1.1</p> <p>1.1.1, 1.5.1 3.1.1, 4.5.1 1.5.1</p> <p>3.1.1, 4.5.1</p>
<p>Weeks 17-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. outline the themes and topics of the DepEd Curriculum;</p> <p>b. outline the themes and topics of the NELC;</p>	<p>1.2.1 1.5.1 A, B</p> <p>1.2.1 1.5.1 A, B</p> <p>4.2.1 A, B</p>	<p>D. Literature in the Classroom and at Home</p> <ol style="list-style-type: none"> 1. DepEd Kindergarten Curriculum themes and lessons 2. ECCD Council- National Early Learning Curriculum (NELC) 3. Strategies to develop love for reading for parents 	<ul style="list-style-type: none"> • Surveying the themes and lessons of the DepEd Kindergarten Teacher Guide and National Early Learning Curriculum (NELC). Preparing a list of selections (local and foreign) matching the themes and lessons with annotations • Setting a book corner designed for: <ul style="list-style-type: none"> - Infant and toddlers 	<ul style="list-style-type: none"> • List of selections aligned to themes and lessons in the DepEd kindergarten curriculum/ NELC • Final Requirement: Children’s Literature Portfolio 	<p>1.2.1, 1.5.1, 4.2.1</p> <p>4.1.1, 4.5.1</p>

	<p>c. align appropriate children’s literature selections to the curriculum; and</p> <p>d. suggest strategies for parents to instill love of books and reading.</p>	<p>1.4.1 3.1.1 3.2.1 D, E</p>		<ul style="list-style-type: none"> - Preschoolers - K-3 <ul style="list-style-type: none"> • Writing a resource material for parents on ways to instill love of books and reading to young children 	<ul style="list-style-type: none"> • Include projects and resources from this class according to the course objectives. Include a reflection for each section indicating how each content demonstrate the learning outcome of the unit. This is part of the summative evaluation of whether or not the course outcomes have been achieved. 	<p>4.5.1, 7.4.1</p>
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Suggested References

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Barone, D. M. (2011). Children’s Literature in the Classroom: Engaging Lifelong Readers. New York: The Guilford Press.

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Yu, R. T. (2011). Balagen: Edukasyong Pangkapayapaan at Panitikang Pambata. Diliman, Quezon City: University of the Philippines Press.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 76, s. 2017 p. 4):			
<p>6.2.f. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes</p> <p>6.3.a. Demonstrate high level of content and pedagogical knowledge</p> <p>6.3.b. Demonstrate appreciation for diversity</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Assessment of Children's Development and Learning	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course focuses on the various aspects of assessment of young children's development and learning. It focuses on developing knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements. It applies different types of quantitative and qualitative assessment methods for determining children's development and learning. It provides experiences on the different stages of the whole assessment process, including monitoring and reporting in actual early childhood settings. It demonstrates an understanding of the role of assessment data as feedback in teaching and learning practices and programs.</p>	<p>BTIs covered</p> <p>5.1.1 5.5.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. explain the use of diagnostic, formative, and summative assessment strategies consistent with curriculum requirements; B. demonstrate familiarity with a range of strategies for assessing and communicating learners needs, progress and achievement; C. demonstrate understanding of the role of assessment data to improve young learner's development and learning; D. demonstrate objectivity and integrity in the practice of assessment in young learners; and E. develop rubrics for different forms of assessment. 	<p>BTIs covered</p> <p>5.1.1 5.4.1 5.5.1 5.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of these weeks, the pre-service teacher (PST) can: a. discuss the history and development of assessment of young children; and b. analyze the role of teachers in selecting and using tests and measurements with young children and program evaluation.	1.1.1 C 7.5.1 A	A. Overview of Assessment of Young Children 1. History of assessment of young children 2. Uses of assessment of young children 3. Roles of a teacher in assessing young children	<ul style="list-style-type: none"> Using a timeline chart, students will identify the significant milestones (e.g. changes, development) in the history and development of assessment of young children Group activity: case analysis writing reflection on a topic related to current issues on testing and assessment of young children 	<ul style="list-style-type: none"> Output: timeline chart and quiz on the history and development of assessment of young children Case report Reflection on current issues on testing and assessment of young children 	1.1.1 7.5.1 7.4.1
Weeks 2-3	At the end of these weeks, the pre-service teacher (PST) can: a. explain developmentally appropriate principles in assessing young children b. discuss issues related to early childhood testing and evaluation c. discuss the ethical professional behavior related to early childhood testing and evaluation	1.1.1 1.2.1 A, B, C 1.1.1 D 6.3.1 D	B. DepEd Order No. 8, s. 2015: Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program C. NAEYC Position Statement on Assessing Young Children (DAP) D. National Early Learning Framework (NELF) E. Omnibus Policy on Kindergarten Curriculum	<ul style="list-style-type: none"> Interactive discussion on developmentally appropriate principles in assessing young children Holding a panel discussion on issues regarding early childhood testing and evaluation, and ethical professional behavior Group activity: case analysis 	<ul style="list-style-type: none"> Short quiz on the developmentally appropriate principles in assessing young children Panel discussion with scoring rubric Case report 	1.1.1, 1.2.1 1.1.1 6.3.1

<p>Weeks 7-10</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>c. analyze the observation evaluation measures, their types and uses, advantages and disadvantages, and guidelines for use;</p> <p>d. explain the importance of observation as a tool for early childhood;</p> <p>e. describe the characteristics of effective observation;</p> <p>f. utilize the following techniques of documenting observations: quick check recording, brief notes, running records, summative anecdotes, lists;</p> <p>g. pull together the observation findings;</p> <p>h. identify patterns that can inform curriculum; and</p> <p>i. use observation as a tool to make decision about the curriculum.</p>	<p>1.1.1, 1.5.1, A, D</p> <p>1.1.1, C</p> <p>5.1.1, B</p> <p>5.2.1, B</p> <p>5.5.1, A</p>	<p>E. Informal Assessments: Observation</p> <ol style="list-style-type: none"> 1. Why Observe Children? 2. How Observation Is Done Well? 3. Fitting Observation in Teacher’s Tasks 4. Observation for Curriculum Planning 5. Organization and Analysis of Observation Reports 	<ol style="list-style-type: none"> 2. Designing a compare and contrast chart indicating the observation evaluation measures, types, uses, advantages, disadvantages, and guidelines 3. Discussion on the importance and characteristics of observation as a tool for early childhood <ol style="list-style-type: none"> a. Conducting three separate observations and use different types of observation documentation 4. Watch several videos of children and create the following for each: <ul style="list-style-type: none"> - factual versus interpretive anecdotes - running record - summative anecdote - making a list - quick check - observation documentation of a group of children 5. Write narratives from observation findings 6. Observing children to make decision about the curriculum 	<ul style="list-style-type: none"> • Output: compare and contrast chart on the observation evaluation measures, types, uses, advantages, disadvantages, and guidelines • Quiz on the importance and characteristics of observation as a tool for early childhood • Output: different types of observation documentation • Video Analysis: <ul style="list-style-type: none"> - factual versus interpretive anecdotes - running record - summative anecdote - making a list - quick check - comprehensive observation report • Output: observation narratives 	<p>1.1.1, 1.5.1</p> <p>1.1.1</p> <p>5.1.1</p> <p>5.1.1</p> <p>5.2.1</p>
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<p>Weeks 11-12</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. use checklist, rating scale measures, and rubrics, their advantages and disadvantages, how they are designed and used for evaluation and assessment; and</p> <p>b. administer, score and interpret the results of the ECCD Checklists, DepEd Kindergarten Progress Report.</p>	<p>1.1.1, 5.1.1, A, C</p> <p>5.2.1, A, B, D</p>	<p>F. Informal Assessments: Checklists, Rating Scales, and Rubrics</p>	<ul style="list-style-type: none"> Collecting samples of checklists used in preschool and primary school. Note their similarities and differences in terms of objectives, evaluation strategies and record keeping Designing an appropriate rating scale for appropriate behavior in the classroom Observing a child and administer the ECCD Checklist Invite a DepEd Kindergarten Teacher to share about how to administer, accomplish and communicate it to parents 	<ul style="list-style-type: none"> Output: matrix of the similarities and differences in terms of objectives, evaluation strategies and record keeping of the collected samples of checklists Output: scoring rubric on the designed rating scales Output: ECCD Checklist and the result of the ECCD Checklist assessment Output: results of kindergarten progress report and ways to administer, accomplish and communicate it to parents 	<p>1.1.1, 5.1.1</p> <p>5.1.1</p> <p>5.2.1</p>
<p>Weeks 13-15</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. construct a teacher-designed tests and performance- based assessments; their types, purposes, and advantages/disadvantages.</p>	<p>5.1.1, E</p>	<p>G. Informal Assessments: Teacher-designed Strategies and Performance-based Strategies</p>	<ul style="list-style-type: none"> Creating teacher-designed tests and performance-based assessments Designing a rubric for particular preschool competencies (emerging reading, emerging writing, math skill, etc.) 	<ul style="list-style-type: none"> Scoring rubrics on the created teacher-designed tests and performance-based assessments Scoring rubrics on designing a rubric 	<p>5.1.1</p> <p>5.1.1</p>

<p>Weeks 16-18</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> a. Communicate assessment results to parents and related professionals. b. Develop the ability to apply knowledge of normal human development and learning and their variations to interpretation of observation and assessment data. c. Design and use various types of portfolios for reporting students' progress 	<p>5.4.1, B</p> <p>1.1.1, 1.2.1, 5.2.1, B</p> <p>5.1.1, 5.2.1, 5.4.1, A, B, D</p>	<p>H. Assessment Systems</p> <ul style="list-style-type: none"> a. Portfolio Assessment b. Communicating with Parents 	<ul style="list-style-type: none"> c. Design a portfolio to be used with preschool children: (1) Include sections or dividers for the portfolio;(2) the types of teacher assessments you will use; and (3) how you would report the child's progress to parents 	<ul style="list-style-type: none"> • Output: portfolio for reporting students' progress 	<p>5.4.1</p>
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Websites:

- Classroom Assessment Resource Book (CARB) retrieve from: bestprogram.ph
- Department of Education (2016) Omnibus Policy on Kindergarten Education at www.deped.gov.ph
- DO 8, s. 2015 – Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program retrieve from: www.deped.gov.ph
- ECCD Council (2010) National Early Learning Framework at <https://eccdcouncil.gov.ph/eccd/curriculum.html>
- NAEYC Position Statement on Assessment of Young Children retrieve from: www.naeyc.org

Institution Logo	Name of Institution	Date Last Revised
	College Name	Revision Date
	Department	Semester Adopted

Vision	Mission
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College Goals

Program Outcomes (from CMO No. 76, s. 2017 p. 4):

- 6.1.a. Articulate and discuss the latest developments in the specific field of practice
- 6.2.b. Demonstrate mastery of subject matter/discipline
- 6.3.a. Demonstrate high level of content and pedagogical knowledge
- 6.3.d. Demonstrate innovative thinking

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Literacy Development	Course Code	
Pre-requisite Subject		Course Credit	3 Units
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course focuses on the technological, pedagogical and content knowledge and skills in literacy development to address the needs of beginning readers as well as the approaches and strategies for developing a multilingual and multiliterate learner. It provides opportunities to observe appropriate use of lessons and instructional materials in early childhood settings. It uses microteaching activities to try out developmentally appropriate activities and materials in the three ECE Levels.</p>	<p>BTIs covered</p> <p>1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and skills on the technological, pedagogical and content knowledge in literacy development in the three ECE levels: a.) infants and toddlers, b.) preschool and c.) k-3 levels (cognitive); B. demonstrate knowledge of the characteristics of emergent and beginning readers and match the goals and stages of literacy learning with these characteristics; C. demonstrate knowledge of teaching strategies that promote literacy skills in young children; D. demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement in literacy skills in the three ECE levels: a.) infants and toddlers, b.) preschool and c.) k-3 levels; E. demonstrate engagement and enjoyment in facilitating literacy activities to nurture and inspire learner participation; F. show skills in the selection, development and use of variety of teaching and learning resources including ICT to address learning goals; and G. design integrated lessons and instructional materials that are culturally relevant and developmentally appropriate for the emergent and beginning readers. 	<p>BTIs covered</p> <p>1.1.1</p> <p>1.4.1</p> <p>3.1.1</p> <p>2.4.1</p> <p>4.5.1</p> <p>4.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: a. discuss the components of literacy; b. connect the teaching of early literacy to DepEd curriculum on language, literacy and literature; and c. discuss the characteristics of emergent and beginning readers.	1.4.1, A 1.4.1, A 1.1.1, 1.4.1, A	1. The Components of Literacy / DepEd Curriculum on Beginning Literacy	<ul style="list-style-type: none"> Interactive Discussion on The Components of Literacy Analyze the DepEd curriculum Discussion on the characteristics of emergent and beginning readers 	<ul style="list-style-type: none"> Constructing a concept map on the components of literacy Analysis of the connection of early literacy to DepEd curriculum on language, literacy and literature Quiz on characteristics of emergent and beginning readers 	4.2.1 1.4.1 1.1.1, 1.4.1
Week 1	At the end of the week, the pre-service teacher (PST) can: a. explain the role of teachers in promoting literacy.	1.4.1, A	1.1 Teachers' Role in Promoting Literacy	<ul style="list-style-type: none"> Conducting an interview with ECE teachers on promoting literacy 	<ul style="list-style-type: none"> Accomplished interview and scoring rubric 	5.3.1
Weeks 2-3	At the end of these weeks, the pre-service teacher (PST) can: a. demonstrate strategies for increasing vocabulary; and b. develop love for reading.	1.4.1, A, B 7.2.1, D	1.2 Teachers' Role in Promoting Oral Language and Vocabulary Development 1. Listening vocabulary 2. Speaking Vocabulary 3. Reading Vocabulary 4. Writing Vocabulary 5. Strategies for increasing for enhancing vocabulary and language	<ul style="list-style-type: none"> Panel Discussion on four (4) kinds of vocabulary <ul style="list-style-type: none"> Listening vocabulary Speaking Vocabulary Reading Vocabulary Writing Vocabulary Watching videos on teaching exemplars 	<ul style="list-style-type: none"> Scoring rubric on panel discussion Writing of reflection journal Scoring rubric on vocabulary 	5.3.1 5.3.1

				<ul style="list-style-type: none"> • Demonstration Lessons on Vocabulary and Language • Discussion on the role of children’s literature and strategies in sharing stories to young learners • Reading various children’s storybooks 	<ul style="list-style-type: none"> • Scoring rubric on demonstration lessons on vocabulary • Quiz on the role of children’s literature and strategies in sharing stories to young learners • Matrix showing children’s storybooks and their synopsis 	5.3.1 1.1.1, 7.2.1 1.5.1, 4.5.1
Weeks 4-5	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. demonstrate strategies for Phonological Awareness; and b. discuss rhyming words, number of syllables, and beginning and ending sound of words. 	1.4.1, A, B 1.1.1, A	1.3 Teachers’ Role in Promoting Phonological and Phonemic Awareness	<ul style="list-style-type: none"> • Watching videos on teaching exemplars • Demonstration Lessons on Phonological awareness <ul style="list-style-type: none"> • Whole Language Approach • DISTAR approach • Discussion and demonstration on rhyming words, number of syllables, and beginning and ending sound of words 	<ul style="list-style-type: none"> • Writing of reflection journal • Scoring rubric on vocabulary • Scoring rubric on demonstration lessons on phonological awareness • Quiz and demonstration on rhyming words, number of syllables, and beginning and ending sound of words with a scoring rubric 	5.3.1 5.3.1 1.1.1, 4.5.1, 5.1.1
Weeks 6-7	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. explain the following: <ul style="list-style-type: none"> - Functions of print - Forms of print - Conventions of print 	1.4.1 A	1.4. Teachers’ Role in Promoting Book Knowledge	<ul style="list-style-type: none"> • Watching videos on teaching exemplars 	<ul style="list-style-type: none"> • Writing of reflection journal • Scoring rubric on reflection 	5.3.1

	- Role of children's literature b. demonstrate the skills on print awareness.	4.5.1, A		<ul style="list-style-type: none"> Demonstration Lessons on Print Awareness 	<ul style="list-style-type: none"> Scoring rubric on demonstration lessons on print awareness 	4.5.1
Weeks 8-9		1.4.1, A, B	1.5 Teachers' Role in Promoting Knowledge of Letters and Words	<ul style="list-style-type: none"> Watching videos on teaching exemplars on alphabet knowledge Demonstration Lessons on Letter and words 	<ul style="list-style-type: none"> Writing of reflection journal Scoring rubric on reflection Scoring rubric on demonstration lessons on letter and words 	5.3.1 4.5.1, 7.4.1 5.1.1
Weeks 10-11		1.4.1, A, B	1.6. Teachers' Role in Promoting Knowledge of Comprehension	<ul style="list-style-type: none"> Watching videos on teaching exemplars on listening and reading comprehension Demonstration Lessons on Teaching comprehension 	<ul style="list-style-type: none"> Writing of reflection journal Scoring rubric on reflection Scoring rubric on demonstration lessons on teaching comprehension 	5.3.1
Week 12	At the end of the week, the pre-service teacher (PST) can: a. explain the Teachers role in literacy development and spelling skills and fluency.	1.4.1, A, B	2. Planning The Literacy Program	<ul style="list-style-type: none"> Designing the Literacy Program 	<ul style="list-style-type: none"> Scoring rubric on designing literacy Program 	5.3.1
Week 13	At the end of the week, the pre-service teacher (PST) can: a. discuss the objectives for Language and Literacy Learning.	1.4.1, A, B	2.1 Objectives for Language and Literacy Learning	<ul style="list-style-type: none"> Interactive discussion on the objectives for Language and Literacy Learning 	<ul style="list-style-type: none"> Short Quiz on the objectives for Language and Literacy Learning 	5.1.1

Week 13	At the end of the week, the pre-service teacher (PST) can: a. create a literacy -rich environment.	1.4.1, 2.3.1, 2.4.1, A, B, D	2.2 Creating a Literacy Rich Environment	<ul style="list-style-type: none"> Designing a Literacy Rich Environment 	<ul style="list-style-type: none"> Accomplished Plan for a Literacy Rich Environment 	4.2.1
Week 14	At the end of the week, the pre-service teacher (PST) can: a. display a daily schedule for a Literacy -Rich Environment.	1.4.1, A, B	2.3 Literacy Throughout the Day	<ul style="list-style-type: none"> Designing an integrated lesson for a Literacy -Rich Environment 	<ul style="list-style-type: none"> Accomplished integrated lesson for a Literacy -Rich Environment 	4.2.1
Week 15	At the end of the week, the pre-service teacher (PST) can: a. create activities to meet the needs of all children.	1.4.1, A, B, C	3. Meeting the Needs of all children	<ul style="list-style-type: none"> Designing Activities for meeting the needs of all children 	<ul style="list-style-type: none"> Accomplished activities for all learners Scoring rubric 	5.3.1
Weeks 16 - 17	At the end of these weeks, the pre-service teacher (PST) can: a. demonstrate lessons using the various approaches and strategies.	3.5.1, 4.5.1, E, F	3. Teaching Strategies 3.1 Talking, singing and Playing with Language 3.2 Reading Aloud 3.3 Story Telling 3.4 Writing 3.5 Meaningful Play 3.6 Using Literacy to Learn 3.7 Four Pronged Approach 3.8 Marungko Approach 3.9 Whole language Approach 3.10 DISTAR Approach	<ul style="list-style-type: none"> Watching videos on teaching exemplars on various strategies Demonstration Lessons on Various strategies 	<ul style="list-style-type: none"> Writing of reflection journal Scoring rubric on reflection Scoring rubric on demonstration lessons on teaching strategies Writing of reflection journal Scoring rubric on reflection Scoring rubric on demonstration lessons on teaching strategies 	5.3.1 5.3.1 5.3.1 5.3.1

Week 18	At the end of the week, the pre-service teacher (PST) can:		4. Literacy Learning in Interest Areas and Outdoors			
	b. create literacy learning in interest area and outdoors.	2.3.1, 2.4.1, A, B, D		<ul style="list-style-type: none"> • Designing Writing of reflection journal • Scoring rubric on reflection • Scoring rubric on demonstration lessons on teaching comprehension 	<ul style="list-style-type: none"> • Writing of reflection journal • Scoring rubric on reflection • Scoring rubric on demonstration lessons on teaching strategies 	5.3.1 5.3.1

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <p>6.1.a. Articulate and discuss the latest developments in the specific field of practice</p> <p>6.2.b. Demonstrate mastery of subject matter/discipline</p> <p>6.3.a. Demonstrate high level of content and pedagogical knowledge</p> <p>6.3.d. Demonstrate innovative thinking</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Social Studies in Early Childhood Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
The course highlights the concepts in Social Studies as well as the developmentally appropriate strategies in teaching children about people’s interactions in and with their social and physical environment now and in the past, both in local and global contexts.	1.1.1 3.2.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers can:	
A. demonstrate knowledge on the concepts in Social Studies as well as the developmentally appropriate strategies in teaching children about people’s interactions in and with their social and physical environment now and in the past, both in local and global contexts in the three ECE levels;	3.2.1
B. demonstrate knowledge of teaching strategies that promote good citizenship in young children which are also responsive to the linguistic, cultural, socio economic and religious background;	3.2.1
C. demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement in Social Studies in the three ECE levels;	5.4.1
D. demonstrate engagement and enjoyment in facilitating Social Studies activities to nurture and inspire learner participation; and	2.4.1
E. design activities in Social Studies that promote critical and creative thinking and higher order thinking skills for the three ECE levels.	1.5.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Weeks 1-2	At the end of these weeks, the pre-service teacher (PST) can: a. discuss the social skills development and competencies; b. explain about children's friendships; c. identify and help children develop prosocial behavior; and d. demonstrate knowledge of positive and non-violent discipline in the management of learner behavior.	1.1.1, A 2.2.1, 2.4.1, A, B 2.6.1, B 2.6.1, B	A. Social Skills Development 1. Social Competence 2. Children's Friendships 3. Prosocial Behavior	<ul style="list-style-type: none"> Conducting an interactive discussion on the social skills development and competencies of young children Thinking about your own way of making friends Identifying strategies to help children make friends in the classroom Discussing about prosocial behavior and how to develop it in young children Interviewing early childhood teachers on what positive disciplines they are practicing in the classroom 	<ul style="list-style-type: none"> Quiz about the social skills development and competencies of young children Compilation of identified strategies to help young children make friends in the classroom Quiz about prosocial behavior Interview report and reflection paper on positive and non-violent discipline in the management of learner behavior 	1.1.1 3.2.1 1.1.1, 2.6.1 1.5.1, 2.6.1, 4.4.1
Weeks 3-4	At the end of these weeks, the pre-service teacher (PST) can: a. discuss about socialization of young children; b. identify strategies for facilitating young children's socialization in the classroom; and c. plan and implement socialization activities.	1.1.1, A 2.3.1, A, B, 2.6.1, 3.1.1, 4.5.1, D, E	B. Socialization	<ul style="list-style-type: none"> Discussing about socialization of young children Observing an early childhood classroom and capturing the strategies used by the teacher/s in facilitating children's socialization Planning and conducting socialization activities with appropriate materials 	<ul style="list-style-type: none"> Quiz on socialization of young children Observation report Output: Activity plan and materials Demonstration and scoring rubric 	1.1.1 1.5.1, 2.3.1 4.5.1, 3.1.1

Weeks 5-6	At the end of these weeks, the pre-service teacher (PST) can:		C. Social Responsibility 1. Celebrating Diversity 2. Becoming Environmentally Aware	<ul style="list-style-type: none"> Discussion about social responsibility and diversity Creating and advocacy poster about celebrating diversity Researching on current environmental issues and a making a reflection paper about it Promoting social responsibility through joining or implementing activities (clean up drive, tree planting, extending help to other people, etc.) 	<ul style="list-style-type: none"> Quiz on social responsibility and diversity Output: advocacy poster and a scoring rubric Research report and reflection paper on environmental issues Documentation or report on the activity/ies done 	1.1.1 A, B 3.1.1, 7.2.1, A, B 1.1.1, 2.1.1, A 7.2.1, A, B,D
Week 7		1.1.1, A	D. Social Studies 1. Standards and Goals for Social Studies	<ul style="list-style-type: none"> Discussion about standards and goals for social studies 	<ul style="list-style-type: none"> Quiz on standards and goals for social studies 	1.1.1
Weeks 8-11	At the end of these weeks, the pre-service teacher (PST) can:		E. Culture 1. Art 2. Language 3. History 4. Customs 5. Beliefs 6. Geography 7. Anthropology	<ul style="list-style-type: none"> Sharing about one's own culture Researching about other cultures Designing a matrix indicating the similarities and differences of different cultures in the Philippines Discussing about dealing with stereotypical ideas and positive attitudes toward diversity 	<ul style="list-style-type: none"> Reflection paper about the discussed different cultures Research report Output: matrix indicating the similarities and differences of different cultures in the Philippines Quiz about culture 	1.1.1, A 1.1.1, 1.5.1, A 1.1.1, 3.5.1, 7.2.1, A, B

	d. demonstrate approved behaviors related to social and ethnic customs (e.g., manners and other respectful behaviors).	2.6.1, 3.2.1, 7.2.1, A, B		<ul style="list-style-type: none"> Using of role playing in demonstrating approved behaviors related to social and ethnic customs in the Philippine context 	<ul style="list-style-type: none"> Scoring rubric for role playing 	3.1.1
Week 12	At the end of the week, the pre-service teacher (PST) can: a. discuss the history, development and changes in one's society.	1.1.1, A	F. Time, Continuity, and Change 1. History	<ul style="list-style-type: none"> Using a timeline chart, students will identify the significant milestones in the history, development, and changes in the Philippine society 	<ul style="list-style-type: none"> Output: timeline chart and quiz on the history, development, and changes in the Philippine society 	1.1.1
Week 12	At the end of the week, the pre-service teacher (PST) can: a. describe the relationship of people and the environment; and b. analyze environmental issues.	1.1.1, A, B 1.5.1, A, B	G. People, Places, and Environments 1. Geography	<ul style="list-style-type: none"> Discussing about the relationship of people and the environment Examining environmental issues and analyzing the problems and resolutions Making of advocacy poster based on the resolutions on the analysis of the problems 	<ul style="list-style-type: none"> Output: matrix on the analysis of the environmental problems and resolutions Output: advocacy poster with a scoring rubric 	1.5.1 4.5.1, 7.2.1
Weeks 13-14	At the end of these weeks, the pre-service teacher (PST) can: a. discuss how people live together in families, neighborhoods, and communities; b. describe positive attitudes about belonging to a group beyond family; and c. plan activities in making the children/ students practice	1.1.1, A, B 6.4.1, 7.2.1, A, B 3.1.1, 4.5.1, D, E	H. Individuals, Groups, and Institutions 1. Sociology	<ul style="list-style-type: none"> Discussing how people live together in families, neighborhoods, and communities Role playing showing positive attitudes about belonging to a group beyond family Planning activities in making the children/ students practice social 	<ul style="list-style-type: none"> Reflection paper about the discussion Performance based assessment Output: activities in making the children/ students practice social 	7.4.1 5.1.1 3.1.1, 4.5.1

	social skills or promote social interactions.			skills or promote social interactions	skills or promote social interactions with a scoring rubric	
Week 15	At the end of the week, the pre-service teacher (PST) can: a. discuss rudimentary ideas of how goods and services are produced, exchanged, and consumed.	1.1.1, A	I. Production, Distribution, and Consumption 1. Economics	<ul style="list-style-type: none"> Discussion on how goods and services are produced, exchanged, and consumed 	<ul style="list-style-type: none"> Quiz on how goods and services are produced, exchanged, and consumed 	1.1.1
Week 16	At the end of the week, the pre-service teacher (PST) can: a. discuss democratic principles and practices; and b. exhibit skills related to social studies content, such as collecting and analyzing data, mapping, and making decisions.	1.1.1, 6.3.1, A 1.1.1, 1.5.1, A, B, C, D	J. Civic Ideals and Practices 1. Political Science	<ul style="list-style-type: none"> Discussing about democratic principles and practices in the Philippines and in other countries Planning and conducting activities with appropriate materials related to social studies content 	<ul style="list-style-type: none"> Quiz on democratic principles and practices in the Philippines and in other countries Output: activity plan and materials Demonstration and a scoring rubric 	1.1.1, 6.3.1 4.5.1 3.1.1
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) can: a. analyze the current issues on education and culture in the Philippines; and	1.2.1, 1.5.1, A, B	K. Educational Issues 1. Teaching Peace through Conflict Mediation 2. Determining how the Social Domain Fits into the Daily Routine 3. Other current educational issues	<ul style="list-style-type: none"> Researching about the current issues on education and culture in the Philippines Writing reflection on the current issues on education and culture in the Philippines Analyzing case dilemmas Creating an advocacy poster based on the resolutions gathered by analyzing the issues 	<ul style="list-style-type: none"> Output: compilation of researches about the current issues on education and culture in the Philippines Reflection on the current issues on education and culture in the Philippines Case report Advocacy posters and a scoring rubric 	1.2.1 7.4.1 1.5.1 4.5.1, 7.2.1

	b. generate and carry out peaceful resolutions on disagreements in the classroom.	1.5.1, 7.2.1, D, E		<ul style="list-style-type: none"> • Role playing on how to carry out peaceful resolutions on disagreements in the classroom 	<ul style="list-style-type: none"> • Performance based assessment 	5.1.1
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Suggested References

Beaty, J. J. (2019). *Preschool Appropriate Practices: Environment, Curriculum, and Development*. Boston, MA: Cengage.

Bergin, C. A., & Bergin, D. A. (2019). *Child and Adolescent Development in your Classroom: Chronological Approach*. Boston, MA: Cengage.

Cushner, K., McClelland, A., & Safford, P. L. (2019). *Human Diversity in Education: An Intercultural Approach*. New York: McGraw-Hill Education.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 76, s. 2017 p. 4):			
<p>6.3.a. Demonstrate high level of content and pedagogical knowledge</p> <p>6.3.b. Demonstrate appreciation for diversity</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Infant and Toddler Programs	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course emphasizes the content knowledge on the developmental needs capabilities and interests of infants and toddlers to implement relevant, responsive and appropriate infant and toddler programs. It focuses on the quality routines, appropriate environments, materials and activities, teaching/guidance techniques. It also highlights the understanding of milestones including the standards and benchmarks of each age group.</p>	<p>BTIs covered</p> <p>4.3.1 4.5.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate content knowledge on developmental needs, capabilities, and interests of infants and toddlers; B. demonstrate knowledge of policies, guidelines and procedures that provide safe, secure learning environments for infants and toddlers; C. identify learning outcomes that are aligned with learning competencies; D. design appropriate materials and activities for infant and toddler programs; and E. demonstrate positive disposition of care, respect and integrity for infants and toddlers. 	<p>BTIs covered</p> <p>1.1.1, 3.1.1 2.1.1 4.2.1 4.3.1 7.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. identify what kinds of interactions that grow into the relationships that are important in infant-toddler education; b. apply adult behaviors that show respect to infants and toddlers; c. define curriculum as it applies to infant-toddler education; and d. define the roles of adults in infant-toddler education. 	1.1.1, A 7.2.1, E 1.1.1, A 1.1.1, A	A. Introduction: Principles, Practice and Curriculum <ol style="list-style-type: none"> 1. Three-R Relationships 2. Ten Principles on the Philosophy of Respect 3. The Importance of Infancy and Toddlerhood 4. Historical Background 5. The Need for Early Care and Education 6. High Quality Infant and Toddlers Programs 	<ul style="list-style-type: none"> • Discussion • Observes in an infant/toddler program. Focus on the adults that work with the children and note the following: <ul style="list-style-type: none"> - Adult behaviors that show respect to the children - Interaction between the adult and the children - The infant and toddlers' behavior as a response to the adult's behavior. <p>Write a reflection paper on this.</p>	<ul style="list-style-type: none"> • Quiz on principles, practice and curriculum • Observation report-scoring rubric • Reflection paper-scoring rubric 	1.1.1 1.5.1, 5.1.1, 5.1.1, 7.4.1
Week 2	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. list the adult roles that are important for facilitating play; b. identify primary considerations when setting up an environment for play; and c. analyze the environmental factors that influence play in infant-toddler education. 	1.1.1, A, B 2.1.1, A, B, C, D, E 2.3.1, B	B. Play and Exploration as Curriculum <ol style="list-style-type: none"> 1. Adult Roles in Play 2. Environmental Factors that Influence Play 	<ul style="list-style-type: none"> c. Discussion d. Observe infants and toddlers at play. Note the things and activities they seem to enjoy. What factors in the environment affect the children's engagement and enjoyment of play? Note how adults facilitate the play with these children 	<ul style="list-style-type: none"> e. Quiz on play and exploration as curriculum f. Observation report- scoring rubric 	1.1.1 1.5.1, 2.1.1, 2.3.1, 5.1.1

Weeks 3-4	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. discuss attachment and the factors that influence its development;</p> <p>b. analyze how brain development is influenced by attachment;</p> <p>c. demonstrate behaviors that foster attachment in young children;</p> <p>d. identify capabilities of infant-toddlers have in the areas of hearing, taste, smell, touch and sight; and</p> <p>e. demonstrate capabilities to foster perceptual development.</p>	<p>1.1.1, 1.2.1, A, C</p> <p>1.2.1, A</p> <p>1.1.1, E</p> <p>1.1.1, A</p> <p>1.1.1, A</p>	<p>C. Attachment and Perception</p> <ol style="list-style-type: none"> 1. Brain Research 2. Attachment Issues 3. Sensory Integration 4. Multisensory Experience 	<p>g. Discussion</p> <p>h. Interview your parents about your own infancy and toddlerhood. Ask about the early attachments formed with the persons who took care and nurtured you. Reflect on its possible impact on you at present.</p> <p>i. Research about the developing sensory skills of infants and toddlers. Include strategies on stimulating the development of these skills (hearing, tasting, smelling, touching)</p>	<p>j. Quiz on attachment and perception</p> <p>k. Interview report- scoring rubric</p> <p>l. Research paper on sensory skills of infants and toddlers</p>	<p>1.1.1</p> <p>4.4.1, 5.1.1</p> <p>1.2.1</p>
Weeks 5-6	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>Physical:</p> <p>a. describe how brain development is influenced by attachment;</p> <p>b. define perceptual development and describe how it is influenced by brain development;</p> <p>c. describe sensory perceptual abilities of newborns;</p> <p>d. describe the influence of brain development on the growth of motor skills;</p>	<p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p>	<p>D. Infants and Toddlers Development</p> <ol style="list-style-type: none"> 1. Physical and Motor Skills Development 2. Socio-Emotional Development and Interaction 3. Cognitive Development and Learning 4. Language Development 5. Implications of Development to Curriculum 	<ul style="list-style-type: none"> • Discussion • Watch at videos discussing infant/toddler development. Choose those that center on each of domain of development. Note the highlights and write a reaction paper on what you learned from these videos. • Observe infants and toddlers for an hour for at least three instances. Use an infant/toddler development 	<ul style="list-style-type: none"> • Quiz on infants and toddlers development • Reaction paper on the videos on infant/toddler development- scoring rubric • Observation report-scoring rubric 	<p>1.1.1</p> <p>5.1.1, 7.4.1</p> <p>1.5.1, 5.1.1</p>

	<p>Cognitive</p> <p>a. define cognition and describe cognitive development from birth to age three;</p> <p>b. describe stages of language development in young children;</p> <p>c. discuss the influence of brain growth on language development;</p> <p>Socio-emotional:</p> <p>a. describe emotional development in young children;</p> <p>b. define temperament and resiliency and discuss the significance of research related to the two concepts;</p> <p>c. describe social development in infants and toddlers; and</p> <p>d. identify influences on the development of gender identity.</p>	<p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p>		<p>checklist, to record your observations. Document with photos and video. Write an observation report with some recommendations on ways to support their development in the different domains</p>		
Weeks 7-8	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>Curriculum Approaches:</p> <p>a. describe curriculum approaches as it applies to infant/toddler care and education;</p> <p>DAP:</p> <p>a. discuss developmentally-appropriate practice (DAP) and apply its principles to infant/toddler care and education;</p>	<p>1.1.1, C</p> <p>1.1.1, 1.2.1, C</p>	<p>E. Developmentally Appropriate Practices (DAP) in Curriculum for Infants and Toddlers</p> <ol style="list-style-type: none"> Curriculum Approaches Principles and Guidelines in Curriculum Planning using DAP Adult Interaction with Infants and Toddlers Relationship with Families 	<ul style="list-style-type: none"> Discussion Make a matrix of the developmentally appropriate principles that apply to infant/toddler care and education and the specific practices that match these principles. 	<ul style="list-style-type: none"> Quiz on developmentally appropriate practices in curriculum for infants and toddlers Matrix of DAP principles and practices-scoring rubric 	<p>1.1.1</p> <p>4.5.1, 5.1.1</p>

	<p>Adult Interaction:</p> <p>a. describe positive relationships in infant-toddler care and education;</p> <p>b. describe the role of responsive caregiving in building positive child/caregiver relationships; and</p> <p>c. describe the qualities and personal characteristics that an adult working with infants and toddlers should possess.</p>	<p>1.1.1, E</p> <p>1.1.1, A, E</p> <p>1.1.1, 7.2.1, A, E</p>				
Weeks 9-10	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>b. list the actions needed to make a safe and healthy environment for infants and toddlers;</p> <p>c. describe an appropriate infant-toddler learning environment;</p> <p>d. design a layout plan of an infant-toddler program; and</p> <p>e. analyze how developmental appropriateness of the environment relate to learning.</p>	<p>2.1.1, 2.2.1, A, B</p> <p>2.1.1, A, B</p> <p>2.1.1, A, B 2.1.1, 2.2.1, A</p>	<p>F. Curriculum and Planning for Infants and Toddlers: Physical Environment</p> <ol style="list-style-type: none"> 1. Safe Environment 2. Healthy Environment 3. Learning Environment 4. Developmental Appropriateness 5. Assessing Quality of Infant-Toddler Environment 	<ul style="list-style-type: none"> • Discussion • Visit an infant-toddler program, Using an appropriate checklist, assess if there are any potential hazards in the center. If so write about changes you would make. • Draw a floor plan of an infant-toddler room. Include specific areas discuss in class 	<ul style="list-style-type: none"> • Quiz on curriculum and planning for infants and toddlers: physical environment • Assessment of center safety-scoring rubric • Floor plan of infant-toddler room-scoring rubric 	<p>1.1.1</p> <p>5.1.1</p> <p>4.1.1, 5.1.1</p>
Weeks 11-12	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. describe the social environment in an infant-toddler program;</p> <p>b. discuss why identity formation is a special concern in infant-toddler programs;</p> <p>c. explain Self-image;</p>	<p>2.2.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p>	<p>G. Curriculum and Planning for Infants and Toddlers: Social Environment</p> <ol style="list-style-type: none"> 1. Identity Formation 2. Cultural and Gender Identity 3. Modeling Self-Esteem 	<ul style="list-style-type: none"> • Discussion • Make a poster of showing a list of what a loving, happy and effective caregiver/teacher of infants and 	<ul style="list-style-type: none"> • Quiz on curriculum and planning for infants and toddlers: social environment • Poster on what loving, happy and effective caregivers/teachers do-scoring rubric 	<p>1.1.1</p> <p>4.5.1, 5.1.1</p>

	<p>d. identify the factors that contribute to a positive self-image;</p> <p>e. list the influences on gender identity;</p> <p>f. list positive guidance approaches; and</p> <p>g. analyze the effect the importance of using positive approaches in discipline and guidance.</p>	<p>1.1.1, A</p> <p>1.1.1, A</p> <p>2.6.1, A, E</p> <p>2.6.1, A, E</p>		<p>toddlers do. Consider practices involving those that promote positive self-image, gender identity, and positive guidance</p> <p>Start your poster with, "Loving, Happy and effective caregivers/teachers are those that....."</p>		
<p>Weeks 13-14</p>	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. describe how caregivers can foster perceptual development in young children;</p> <p>b. identify ways caregivers and teachers can support infant/toddler cognition and cognitive development;</p> <p>c. identify factors to consider in planning effective play areas and routines for infants and toddlers;</p> <p>d. describe elements of safe materials for infants and toddlers; and</p> <p>e. plan activities that foster language development and early literacy and numeracy development in infants and toddlers.</p>	<p>1.1.1, A</p> <p>1.1.1, A, C</p> <p>2.1.1, A, D</p> <p>4.5.1, A, B, D</p> <p>1.4.1, A, B, C, D, E</p>	<p>H. Curriculum and Planning for Infants and Toddlers: Materials and Activities</p> <ol style="list-style-type: none"> 1. Methods and Materials for Working with Mobile Infants 2. Schedules, Routines and Transitions 3. Practices that support self-regulation 4. Activities that support development in all domains 5. Observing and Record Keeping 	<ul style="list-style-type: none"> • Discussion • Make a list of ten pieces of equipment that might be included in an infant-toddler room. Defend each of your choices based on developmental appropriateness • Observe a group of infants/toddlers for at least an hour. List and describe all sensory activities they engaged during this time. 	<ul style="list-style-type: none"> • Quiz on curriculum and planning for infants and toddlers: materials and activities • Paper on equipment for infants and toddlers-scoring rubric • Observation report-scoring rubric 	<p>1.1.1</p> <p>1.5.1, 5.1.1</p> <p>1.5.1, 5.1.1</p>

Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) can: a. explain how a multicultural perspective in early childhood care and education; and b. outline key components in the development of an Individualized Family Service Plan.	1.1.1, 3.1.1, A 1.1.1, 4.5.1, A, B, C, D, E	I. Inclusive Curriculum for Infants and Toddlers 1. Curriculum Approaches in Early Care and Education 2. Professional Preparation 3. Multicultural Education 4. Including Infants and Toddlers with Development Delays 5. Developing a Philosophy for Working with Infants and Toddlers	<ul style="list-style-type: none"> • Discussion • Make a matrix of their beliefs, practices and programs. Look into the similarities and differences. Write a paper analyzing the data on your matrix. • Write a paper on early care and education in different countries. Choose from: <ul style="list-style-type: none"> - Southeast Asia - USA - Europe - South America - Africa • Interview special education practitioners/case managers about practices involving infants and toddlers with special needs. Ask them about the Individual Family Service plan and how it is implemented 	<ul style="list-style-type: none"> • Quiz on inclusive curriculum for infants and toddlers • Matrix on multicultural beliefs, practices and programs on infant/toddlers- scoring rubric • Paper on multicultural beliefs, practices and programs on infant/toddlers- scoring rubric • Interview report- scoring rubric 	1.1.1 3.1.1, 5.1.1 3.1.1, 5.1.1 4.4.1, 5.1.1
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) can: a. list the stages of caregiver development in relating to parents; b. recognize the factors that can block communication with parents;	1.1.1, 6.2.1, A, E 6.1.1, A, B	J. Adult Relations in Infant-Toddler Care 1. Stages of Parent-Caregiver Relations 2. Parent Education 3. Caregiver Relations 4. Respect as the Key to Adult Relationships	<ul style="list-style-type: none"> • Discussion • Write a paper that suggests procedures for facilitating parent and child adjustment to separation. 	<ul style="list-style-type: none"> • Quiz on adult relations in infant-toddler care • Paper on procedures for facilitating parent and child adjustment to separation- scoring rubric 	1.1.1 4.5.1, 5.1.1

	<p>c. practice parent education involvement; and</p> <p>d. contrast caregiver relations for center staff than for family child care providers.</p>	<p>6.2.1, 6.4.1, A, E</p> <p>1.1.1, A, E</p>		<ul style="list-style-type: none"> • Some parents believe that babies should only develop attachment only to their mothers. Gather research about attachment and design an infographic that can be shared to parents. • Observe an infant or toddler interact with the caregiver/teacher. Note the synchrony that is present or absent in the interaction. • Volunteer to assist in an infant/toddler program for at least five sessions. Document your participation. Write a journal entry every session containing your learnings and insights about working with infants and toddlers. 	<ul style="list-style-type: none"> • Infographic- scoring rubric • Observation report- scoring rubric • Journal on experiences as a volunteer in an infant-toddler program- scoring rubric 	<p>4.5.1, 5.1.1</p> <p>1.5.1, 5.1.1</p> <p>4.5.1, 7.4.1, 5.1.1</p>
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Suggested References

Printed:
Bredekamp, S. & Copple, C. (Eds.) (2009). *Developmentally Appropriate Practice in Early Childhood Programs*. (3rd ed.). Washington, DC: National Association for the Education of Young Children.

Gonzales-Mena, J., (2008). *Diversity in Early Care and Education: Honoring Differences*, (5th ed.). McGraw-Hill.

Gonzales-Mena, J., Eyer, D.W., (2018). *Infants, Toddlers, and Caregivers* (11th ed.), New York, NY: McGraw-Hill. ISBN: 978-1-259-92206-0

Greenman, J., Stonehouse, A., Schweikert, G., (2008). *Prime Times: A Handbook for Excellence in Infant and Toddler Programs* (2nd ed.). Redleaf Press.

NAEYC., (2016). *The What, Why and How of High-Quality Programs for Infants: The Guide for Families.*, Washington DC: NAEYC, ISBN: 978-1-938113-23-9

NAEYC., (2016). *The What, Why and How of High-Quality Programs for Toddlers: The Guide for Families.*, Washington DC: NAEYC, ISBN: 978-1-938113-24-6

Wittmer, D. S., & Petersen, S. H. (2010). *Infant and Toddler Development and Responsive Program Planning*. (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Electronic:
Center for Developing Child in Harvard Graduate School of Education at <https://developingchild.harvard.edu/>

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <p>6.1.a. Articulate and discuss the latest developments in the specific field of practice</p> <p>6.2.e. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices</p> <p>6.3.a. Demonstrate high level of content and pedagogical knowledge</p> <p>6.3.d. Demonstrate innovative thinking</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Technology for Teaching and Learning 2	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course focuses on technological, pedagogical and content knowledge for appropriate utilization of instructional technology and the application and integration of technology-based resources in the early childhood curriculum. Emphasis on developing skills in the selection, development and use of a variety of ICT to address learning goals across all learning areas, and support other teacher tasks such as assessment, parent communication and professional development.</p>	<p>BTIs covered</p> <p>1.3.1 4.5.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding on the technological, pedagogical and content knowledge in the selection, development and use of variety of teaching and learning resources including ICT to address learning goals in ECE; B. evaluate technology-based resources appropriate for young learners; C. demonstrate knowledge and understanding on the use of variety of ICT appropriate for young learners with ease and creativity; D. utilize a variety of ICT that are aligned with learning competencies of young learners; and E. demonstrate knowledge in the implementation of learning programs activities that integrate instructional technology for young learners. 	<p>BTIs covered</p> <p>4.5.1 4.5.1 4.5.1 4.2.1 1.3.1,4.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: a. explain the principles in technology and interactive media in early childhood education; and b. discuss issues on technology and interactive media in early childhood education.	1.2.1, A	A. Principles on Technology use for Young Children 1. NAEYC Position Statement: Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8 (see resources) 2. American Academy of Pediatrics' Media and Young Minds	<ul style="list-style-type: none"> • Discussion • Summarize the position papers and write a reaction paper. 	<ul style="list-style-type: none"> • Quiz on principles on technology use for young children • Reaction paper scoring rubric 	1.1.1 1.3.1
Weeks 2-3	At the end of these weeks, the pre-service teacher (PST) can: a. use technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning; and b. apply current research on teaching and learning with technology when planning learning environments and experiences.	1.3.1 4.5.1, A, B	B. Research on Technology and Young Children	<ul style="list-style-type: none"> • Discussion • Read at least 10 researches on technology, media and young children. Report about how findings of these researches can improve teaching and learning in early childhood. 	<ul style="list-style-type: none"> • Quiz on research on technology and young children • Research abstracts- scoring rubric • Report on how research findings can improve teaching and learning in early childhood- scoring rubric 	1.1.1 1.1.1 1.2.1
Weeks 4-5	At the end of these weeks, the pre-service teacher (PST) can: a. identify and locate technology resources and evaluate them for accuracy and suitability; and	4.5.1, 1.3.1 B, A	C. Educational Software / Applications types 1. Drill and practice software 2. Instructional game software 3. Integrated learning systems	<ol style="list-style-type: none"> a. Discussion b. Identify examples for each of the different types / applications 	<ul style="list-style-type: none"> • Quiz on educational software/ application types • Evaluation scoring rubric 	1.1.1 1.1.1 1.3.1

	b. Facilitate technology enhanced experiences that address early childhood competencies.	1.3.1, 1.1.1 A, D	4. Problem solving software 5. Reference software 6. Simulation software 7. Tool software	c. Explore samples of these types of software and evaluate d. Demonstrate how software / applications are used with Young Children	<ul style="list-style-type: none"> Demonstration scoring rubric 	2.3.1
Week 6	At the end of the week, the pre-service teacher (PST) can: a. evaluate education software / applications for developmental appropriateness.	4.5.1 B	D. Selecting Educational Software / Applications	<ul style="list-style-type: none"> Discussion Explore and use at least five applications for the following:(see resources) <ul style="list-style-type: none"> Numeracy Literacy Science Social studies Art and Music Indicate the age-range for whom these apps are appropriate. Describe how the applications can be used with children Use a software evaluation form to assess the strengths and weaknesses of available Software 	<ul style="list-style-type: none"> Quiz on selecting educational software/ applications Descriptions of applications in numeracy, literacy, science, social studies, and art and music with a scoring rubric Evaluation of applications and activity scoring rubric 	1.1.1 1.3.1
Week 7	At the end of the week, the pre-service teacher (PST) can: a. use technology to support learner-centered strategies that address the diverse needs of learners; and	4.5.1, 1.3.1 B, C	E. Integrating Technology resources in the Curriculum	<ul style="list-style-type: none"> Discussion Explore learning management system (like Moodle, blackboard/Canvass) Create a blog about technology use in preschool education 	<ul style="list-style-type: none"> Quiz on integrating technology resources in the curriculum Rubric 	1.1.1 1.3.1

	b. apply technology to develop students' thinking skills and creativity.	1.3.1, 1.1.1 D		<ul style="list-style-type: none"> • Create an email / Facebook group and exchange sites that can be useful for preschool teachers 	<ul style="list-style-type: none"> • Blog scoring rubric 	1.3.1
Week 8	At the end of the week, the pre-service teacher (PST) can: a. apply technology in assessing student learning of subject matter using a variety of assessment techniques.	5.1.1, 5.5.1 A, E	F. Using technology for Assessment	<ul style="list-style-type: none"> • Discussion • Explore the internet for Assessment software in the Early Childhood Education field such as Teaching Strategies GOLD and Teachnology..(see resources) Describe how they can be useful to teachers. 	<ul style="list-style-type: none"> • Quiz on using technology for assessment • Paper on Assessment technology for young children- scoring rubric 	1.1.1 1.3.1
Weeks 9-10	At the end of these weeks, the pre-service teacher (PST) can: a. use technology to support learner-centered strategies that address the special needs of learners; b. discuss the definition of assistive technology; c. analyze the role of assistive technology for infants, toddlers, and preschoolers; d. list the benefits of assistive technology; and e. recognize the benefits of the use of AT with young children.	3.1.1, 3.2.1, 1.3.1 A, C, D 1.3.1 A 1.3.1 A 1.1.1 A 1.3.1 A	G. Assistive Technology for Young children with special needs	<ul style="list-style-type: none"> • Discussion • Explore examples of Assistive Technology listed in the TIKES list of Assistive Technology for Young Children.(see resources) List at least 10 examples and describe how they benefit young children with special needs. 	<ul style="list-style-type: none"> • Quiz on assistive technology for young children with special needs • Paper on assistive technology for young children- scoring rubric 	1.1.1 1.3.1

Weeks 11-13	At the end of these weeks, the pre-service teacher (PST) can: a. manage student learning activities in a technology-enhanced environment; and b. design developmentally appropriate learning opportunities that apply to all learners.	1.3.1, 4.5.1 A, B	H. Designing technology enhanced lesson plan	<ul style="list-style-type: none"> • Discussion • Prepare of Technology enhanced lesson plans • Prepare of technology-based instructional materials • Lesson demonstration 	<ul style="list-style-type: none"> • Quiz on designing technology-enhanced lesson plan • Lesson plan scoring rubric • Technology-based learning material scoring rubric • Demonstration scoring rubric 	1.1.1 4.5.1 4.5.1 2.3.1
Week 14	At the end of the week, the pre-service teacher (PST) can: a. describe how technology resources can help in the administration and organization of early childhood programs.	4.5.1 D	I. Administering and organizing with Technology	<p>a. Discussion</p> <p>b. Explore school management programs such as Procure Software and Day Care Works (see resources). Describe how these technology-based resource can help in the administration and organization of early childhood programs</p>	<ul style="list-style-type: none"> • Quiz on administering and organizing with technology • Paper on technology-based resources on administration and organization –scoring rubric 	1.1.1 1.3.1
Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) can: a. use technology resources to engage in on-going professional development and lifelong learning.	4.4.1, 4.5.1, A, E 7.4.1	J. Using Technology for Professional Development 1. Online courses 2. Massive Open Online Courses (MOOCS)	<ul style="list-style-type: none"> • Discussion • Explore the internet for Professional Development such as in the Early Childhood Education field CCEI Exchange Everyday NAEYC., Udemy, Edx and Coursera (see resources). Reflect on how these opportunities for learning 	<ul style="list-style-type: none"> • Quiz on using technology for professional development • Reflection paper- rubric 	1.1.1 1.3.1

				<p>can be used to improve your practice.</p> <ul style="list-style-type: none"> Enroll in a free Massive Open On-Line Courses (MOOCs) 		1.3.1, 4.5, 1 7.4.1
Weeks 17-18	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> use technology to communicate and collaborate with peers, parents and the larger community; model and teach legal and ethical practice related to technology use; promote safe and healthy use of technology resources for children; and facilitate equitable access to technology resources for all learners. 	1.3.1, 7.3.1 A	<p>K. Ethics, Equity, Social Issues</p> <ol style="list-style-type: none"> Ethical use of technology with children Safety of young children 	<ul style="list-style-type: none"> Discussion Lecture/Discussion Create a movie or PowerPoint presentation on healthy and safe use of technology for young children Research and write a report on the Ethics of Technology for Learning 	<ul style="list-style-type: none"> Quiz on ethics, equity, and social issues Presentation scoring rubric Report scoring rubric 	1.1.1 1.3.1 1.2.1

Suggested References

AppCrwlR App discovery platform based on an advanced semantic search engine to help you find the best apps for iOS and Android. <https://appcrawlr.com/android-apps/best-apps-for-kids>

Children's Technology Review Site that rates Early Childhood software. <http://childrenstech.com/about>

Connect for Learning. Retrieved from <https://www.connect4learning.com/curriculum>

Download trail apps. Read app reviews. <https://www.educationalappstore.com/app-lists/best-preschool-apps>

EmergingEdTech Web Blog exploring the use of technology in instruction. Retrieved from <https://www.emergingedtech.com/>

ESGI Assessment. Retrieved from <https://www.esgisoftware.com/>

Fred Rogers Center List of resources of Digital Media and Child Development. Retrieved from <http://www.fredrogerscenter.org/initiatives/digital-media-learning/resources/>

NAEYC Position Statement on Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf

NAEYC resource page on Technology for Young Children. Retrieved from <https://www.naeyc.org/topics/119/list>

Teach-nology. Retrieved from <http://www.teach-nology.com/themes/>

Teaching Strategies GOLD. Retrieved from <https://teachingstrategies.com/solutions/assess/gold/>

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.1.a. Articulate and discuss the latest developments in the specific field of practice 6.2.b. Demonstrate mastery of subject matter/discipline 6.3.a. Demonstrate high level of content and pedagogical knowledge 6.3.d. Demonstrate innovative thinking 6.3.e. Possess critical and problem solving skills 			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Science in Early Childhood Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course focuses on the technological, pedagogical, and content knowledge and skills on Science concepts and experiences that are relevant to the three ECE levels. It provides opportunities to observe Science experiences that show selection of appropriate materials, learning specific scientific techniques for working with young children, and knowing how to integrate Science concepts across all learning areas.</p>	<p>BTIs covered</p> <p align="center">1.1.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate the technological, pedagogical and content knowledge and skills on Science concepts and experiences which developmentally sequenced and relevant in the three ECE levels; B. demonstrate knowledge of teaching strategies that promote the development of Science skills among young children; C. demonstrate familiarity with a range of strategies for communicating learner needs, progress and achievement in Science skills in the three ECE levels; D. demonstrate engagement and enjoyment in facilitating Science activities to nurture and inspire learner participation; and E. demonstrate an inquiry based and problem solving attitude for the three ECE levels. 	<p>BTIs covered</p> <p align="center">1.4.1, 3.1.1</p> <p align="center">5.4.1</p> <p align="center">1.5.1</p> <p align="center">3.1.1</p> <p align="center">1.5.1</p>

			6. Developing Oral Questioning Skills			
Weeks 5-6	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. design concept maps in the organization of Science concepts; b. describe the primary process skills; c. use Science Experiences to foster process skills; and d. employ General Problem Solving in the Classroom. 	1.5.1, A, B 1.1.1, A, B 3.1.1, A, B, C 1.5.1, E	D. Teaching for the Process and Content of Science <ol style="list-style-type: none"> 1. Concept Mapping – The Organization of Science Concepts 2. Defining the Primary Process Skills 3. Using Science Experiences to Foster Process Skills 4. Teaching Science to Children 5. Teaching the Information (Content) of Science 6. General Problem Solving in the Classroom 	<ul style="list-style-type: none"> • Designing Concept maps • Conducting Interactive discussion on the different process skills • Conducting General Problem Solving in the Classroom 	<ul style="list-style-type: none"> • Scoring rubric on concept map • Sharing of insights on different process skills • Scoring rubric on General Problem Solving in the Classroom 	5.3.1 1.5.1 5.3.1
Week 7	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. use a variety of teaching and learning resources including ICT to teach Science creatively. 	4.5.1, A, B	E. Using New Technologies creatively in Science	<ul style="list-style-type: none"> • Using New Technologies to: Observe Creatively, Measure and monitor creatively • Using Digital Animation to explain Creatively • Using Computer Simulations Creatively • Using Control Technology Creatively • Using handheld Technology to assess creativity in scientific inquiry 	<ul style="list-style-type: none"> • Scoring rubric on the use of technology in ECE Classrooms. • Writing of reflections on the use of technology 	5.3.1

Weeks 8-9	At the end of these weeks, the pre-service teacher (PST) can: a. perform Science activities to apply Science principles of teaching and learning.	3.1.1, A, B	F. Approaches to Science Teaching	<ul style="list-style-type: none"> • Demonstrating the following activities: <ul style="list-style-type: none"> - Exploratory play - Fascinating Fasteners - Using Hand tools and machines to do the work - Working with wood - Discovery through Play - Kinesthetic Tactile Learning - Problem Solving on the playground - Take a hike 	<ul style="list-style-type: none"> • Scoring rubric on the use on the following activities <ul style="list-style-type: none"> - Exploratory play - Fascinating Fasteners - Using Hand tools and machines to do the work - Working with wood - Discovery through Play - Kinesthetic Tactile Learning - Problem Solving on the playground - Take a hike 	5.3.1
Weeks 10-11	At the end of these weeks, the pre-service teacher (PST) can: a. integrate Science with other subjects.	3.1.1, 1.5.1, A	G. Integrating Science with Other Subjects <ol style="list-style-type: none"> 1. Science and Reading 2. Science Experience Stories 3. Science and Language Arts 4. Science and Math Programs 5. Science and Social Studies 6. Science and Arts 	<ul style="list-style-type: none"> • Showing video clips on Science integration of lessons with other subjects • Conducting Demonstration lessons that require integration of Science with other subjects 	<ul style="list-style-type: none"> • Guide Questions on the video clip • Scoring rubric Demonstration on lessons that require integration of Science with other subjects 	5.3.1 5.3.1
Weeks 12-13	At the end of these weeks, the pre-service teacher (PST) can: a. design and arrange learning centers for effective Science classroom instruction.	2.3.1, 2.4.1, A, B, D	H. Individualizing Science <ol style="list-style-type: none"> 1. Individualizing Instruction in Science 2. Learning Centers in the Systems Approach Classroom 3. Learning Centers in the Open Classroom 4. Learning Centers for Enrichment 5. Arranging Classroom for Learning Centers 	<ul style="list-style-type: none"> • Designing and Creating Learning Centers for Effective Classroom Instruction 	<ul style="list-style-type: none"> • Scoring Rubric for the Science Learning Centers 	5.3.1

			6. Using Computers to teach Science 7. Teaching Science to Exceptional Children			
Week 14			I. Physical Science 1. Physical properties of materials 2. Movement of objects	<ul style="list-style-type: none"> Performing the Activities on the following: <ul style="list-style-type: none"> Force for moving objects Producing Sound Force and Motion Using Electricity at Home 	<ul style="list-style-type: none"> Preparing for the Task Sheets for the following activities: <ul style="list-style-type: none"> Force for moving objects Producing Sound Force and Motion Using Electricity at Home 	3.1.1
Week 15	At the end of the week, the pre-service teacher (PST) can: <ol style="list-style-type: none"> describe the characteristics of living things; and discuss ways on how to take care of the environment. 	1.2.1, A 1.1.1, A	J. Life Science 1. Living things	<ul style="list-style-type: none"> Performing the Activities on the following: <ul style="list-style-type: none"> Characteristics of Living Things Care for the Environment Keeping the Body Strong and healthy Developing a class garden or school garden. Reflect on the experience 	<ul style="list-style-type: none"> Preparing for the Task Sheets for the following activities: <ul style="list-style-type: none"> Characteristics of Living Things Care for the Environment Keeping the Body Strong and healthy Reflection paper with a scoring rubric 	3.1.1 5.1.1, 7.4.1
Week 16	At the end of the week, the pre-service teacher (PST) can: <ol style="list-style-type: none"> list down the activities that are found in the sky during day time and night time list down activities that affect one's daily activities communicate how natural objects in the sky affect the daily activities . 	1.2.1, A 2.3.1, B, C 3.1.1, B, C 3.1.1,	K. Earth and Space Science 1. Patterns of change over time 2. Changes in the environment	<ul style="list-style-type: none"> Doing activities on the following: <ul style="list-style-type: none"> Living in Healthy and Clean Surroundings Living in Healthy and Clean Surroundings Observing the Surroundings Describing the Home surroundings 	<ul style="list-style-type: none"> Preparing for the Task Sheets for the following activities: <ul style="list-style-type: none"> Living in Healthy and Clean Surroundings Living in Healthy and Clean Surroundings Observing the Surroundings Describing the Home surroundings 	2.3.1, 3.1.1, 4.5.1

		A, B, E		<ul style="list-style-type: none"> - Observing the types of Weather - Activities for the types of Weather 	<ul style="list-style-type: none"> - Observing the types of Weather - Activities for the types of Weather 	
Weeks 17-18	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. explain and integrate the kindergarten competencies on physical and natural environment</p> <ul style="list-style-type: none"> - identifies body parts and their functions - record observations and data with pictures, numbers and/or symbols - identifies parts of plants and animals and their specific functions - classifies animals according to shared characteristics - describes the basic needs and ways to care for plants, animals and the environment - identifies different kinds of weather 	1.1.1, 1.2.1, A, B, C	<p>L. DepEd Kindergarten Curriculum Competencies</p>	<ul style="list-style-type: none"> • Discussing the DepEd Kindergarten Curriculum Competencies in physical and natural environment • Conducting classroom activities with appropriate materials (maybe technology-based) • Writing a lesson plan based on the DepEd Kindergarten Curriculum competencies 	<ul style="list-style-type: none"> • Quiz on the the DepEd Kindergarten Curriculum Competencies in physical and natural environment • Performance Based assessment • Output: Activity plan and materials • Output: Lesson plan and materials • Demonstration with a scoring rubric 	<p>1.1.1</p> <p>5.1.1</p> <p>4.5.1</p> <p>4.5.1</p> <p>3.1.1</p>

Suggested References

Beaty, J. J. (2014). *Preschool Appropriate Practices: Environment, Curriculum, and Development* (4th ed.). Belmont, CA: Wadsworth Cengage.

Charlesworth, R. (2013). *Math and Science for Young Children* (7th ed.). Australia: Wadsworth/ Cengage Learning.

Martin, D. J. (2001). *Constructing Early Childhood Science*. Australia: Delmar.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.2.b. Demonstrate mastery of subject matter/discipline 6.2.d. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners 6.3.a. Demonstrate high level of content and pedagogical knowledge 6.3.d. Demonstrate innovative thinking 			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Early Childhood Education Curriculum Models	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>The course focuses on the principles in planning and developing developmentally-appropriate and child-centered curriculum. It highlights ECE program approaches and models as basis for the development of appropriate curriculum. It provides opportunities to demonstrate understanding of subject-based, project, integrated and thematic approaches. It highlights different ECE curriculum models and program approaches.</p>	<p>BTIs covered</p> <p>1.1.1, 4.1.1, 4.3.1, 4.5.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate the knowledge and principles in planning and developing developmentally appropriate and child-centered curriculum; B. analyze different curriculum models, programs approaches in the three ECE levels; C. demonstrate creativity in designing subject-based, project, integrated and thematic activities; and D. design integrated and thematic learning plans in the three ECE levels. 	<p>BTIs covered</p> <p>4.1.1 4.3.1 4.5.1 4.5.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: a. explain basic principles in planning developmentally appropriate curriculum.	1.1.1, 1.2.1, A	A. Developmentally Appropriate Practice	<ul style="list-style-type: none"> Discuss the DAP 12 Principles Watch a video on DAP and write a reaction paper Talk to an early childhood practitioner about how he or she tries to make the children's program age appropriate, individually appropriate, and socio-culturally appropriate. Write the highlights of your conversation and reflect on it. Observe a preschool and a classroom for children older than 5 years of age. Describe ways the adults use the principle of age appropriateness in terms of materials, activities, and routines in each classroom. 	<ul style="list-style-type: none"> Quiz on developmentally appropriate principles Reaction paper on DAP-scoring rubric Reflection paper based on interview of a practitioner-scoring rubric Observation report on age appropriateness- scoring rubric 	1.1.1 7.4.1 4.4.1, 7.4.1 4.5.1, 5.1.1
Weeks 2-3	At the end of the week, the pre-service teacher (PST) can: a. compare and contrast current curriculum models.	1.1.1, 4.3.1, B	B. Early Childhood Curriculum Models 1. High scope 2. Montessori 3. Reggio Emilia 4. Academic-oriented curriculum 5. Direct instruction model 6. Head start model 7. Reggio Emilia approach 8. Bank street approach 9. Creative Curriculum 10. Waldorf	<ul style="list-style-type: none"> m. Discussion n. Prepare a matrix of the different Curriculum models which includes the following: 1. Principles, 2. Beliefs about children and how they learn, 3. Teacher's Roles, 4. Curriculum focus, 5. Learning environment, 6. Unique features 	<ul style="list-style-type: none"> q. Quiz on Early Childhood Curriculum Models r. Matrix on the curriculum models DAP- scoring rubric s. Compilation of examples of utilization of DAP- scoring rubric 	1.1.1 4.3.1, 5.1.1 4.5.1, 5.1.1

				<p>o. Read on different curriculum models. Compile examples of how these approaches utilize strategies associated with DAP.</p> <p>p. Select the principles and practices from the different models that stood out for you. Think both about children in general and specifically about the ages of the children in a program where you would like to work in. Write a paper describing how you would apply this principles and practices in the following program dimensions: the children’s program, staff, materials, physical space, budget, and family involvement.</p>	<p>t. Paper on application of selected principles and practices- scoring rubric</p>	<p>7.4.1, 5.1.1</p>
Weeks 4-5	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. describe different curriculum frameworks (thematic, integrated, learning centers, domain-based, etc.);</p> <p>b. analyze the components and organization of the different curriculum frameworks;</p> <p>c. analyze the Philippine curricula in terms of approach and structure or framework;</p> <p>d. analyze the components, themes and topics:</p> <ul style="list-style-type: none"> - ECCDC National Early Learning Framework and National Early Learning Curriculum 	<p>1.1.1, 4.3.1, A</p> <p>1.1.1, 4.3.1, B</p> <p>4.3.1, B</p>	<p>C. Early Childhood Curriculum Frameworks</p> <ol style="list-style-type: none"> 1. Structures: thematic, integrated, learning centers, domain-based, academic subjects 2. Philippine Curricula: ECCDC National Early Learning Framework and National Early Learning Curriculum 3. DepEd Kindergarten Curriculum 4. DepEd K to 3 	<ul style="list-style-type: none"> • Discussion • Collect samples of Curriculum framework in early childhood education from different countries. Study and analyze the components and structure or organization of these frameworks. How are they similar? How are they different. • Examine the existing curricula in the Philippines (ECCD, DepEd) 	<ul style="list-style-type: none"> • Quiz on Early Childhood Curriculum Frameworks • Analysis of components and structure of curriculum frameworks- scoring rubric 	<p>1.1.1</p> <p>4.3.1, 4.5.1, 5.1.1</p>

	<ul style="list-style-type: none"> - DepEd Kindergarten Curriculum - DepEd K to 3. 			Write an analysis of each in terms of structure and framework	<ul style="list-style-type: none"> • Analysis of existing early childhood curricula in the Philippines- scoring rubric 	4.3.1, 4.5.1, 5.1.1
Weeks 6-7	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> a. utilize the different strategies in implementing small group activities; and b. explain the parts of an activity plan. 	<p>1.4.1, 3.1.1, C</p> <p>1.1.1, A</p>	<p>D. Planning and Implementing Small Group Activities</p> <ol style="list-style-type: none"> 1. Strategies: sensory engagement, environmental cues, task analysis, behavior reflection, paraphrase reflection, effective praise, guided practice, question, and silence 2. Parts of an activity plan: Activity title, learning outcomes content, materials, procedures, extensions, and simplifications 	<ul style="list-style-type: none"> • Write simple activity plans where you can demonstrate the strategies for small group activities. Demonstrate these in class. 	<ul style="list-style-type: none"> • Quiz on planning and implementing small group activities • Written activity plan- scoring rubric • Demonstration of the activity- scoring rubric 	1.1.1, 4.5.1, 5.1.1
Weeks 8-9	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> a. utilize different strategies in implementing large group activities (blocks of time, routines, music time, story-telling, reading aloud, authors' chair, brainstorming, reporting, etc.) that promotes discovery and exploration. 	1.4.1, C, D	<p>E. Planning and Implementing Effective Group- Time Activities</p>	<ul style="list-style-type: none"> • Discussion • Choose a topic/story. Discuss three ways in which you could create a group time around the story • Write simple activity plans where you can demonstrate the strategies for large group activities. Demonstrate these in class. 	<ul style="list-style-type: none"> • Quiz on planning and implementing effective group-time activities • Written activity plan- scoring rubric • Demonstration of the activity- scoring rubric 	1.1.1, 4.5.1, 5.1.1

Week 10	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain basic principles in planning developmentally appropriate curriculum in the aesthetic domain; and</p> <p>b. write an activity plan focusing on the aesthetic domain indicating the activity name, learning outcome, content, materials, procedure, and assessment.</p>	<p>1.1.1, 1.2.1, A</p> <p>4.5.1, C, D</p>	<p>F. The Aesthetic Domain (Creative Arts and Music)</p> <ol style="list-style-type: none"> 1. Principles 2. Issues 3. Goals 4. Content 5. Strategies 	<ul style="list-style-type: none"> • Discussion • After considering the Value of creative art, think about how you feel about using coloring books and coloring pages with young children. Discuss your thinking with a partner, giving a rational argument for your stance. • Obtain an example of a child's artwork. Consider several ways in which you, as his or her teacher, could respond appropriately to the child's work. Tell how each response may affect the child. • Talk about the ways in which teacher can use music in the classroom. List as many ways as you can think of. • Plan a music activity using musical instruments to teach of two of the following musical concepts: beat, rhythm, tempo and pitch. Carry out the activity with a group of children. Consider how the children responded. Evaluate your results. • Select a familiar story for children to enact. Make, or encourage children to make, a collection of props that will stimulate them to act out the story. • Plan how you will introduce the story and props to the children and how you will motivate them to participate in the activity. Help children think of the gestures, 	<ul style="list-style-type: none"> • Quiz on the aesthetic domain • Paper on the value of creative art-scoring rubric • Paper on the value of responding on child's art work- scoring rubric • List of ways on how a teacher can use music in the classroom • Written activity plan on music-scoring rubric • Demonstration of the activity-scoring rubric 	<p>1.1.1</p> <p>7.4.1, 5.1.1</p> <p>5.1.1, 7.4.1</p> <p>3.1.1</p> <p>4.5.1, 5.1.1</p> <p>5.1.1</p>
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				movement, and dialogue that would help tell the story. Demonstrate this.		
Week 11	At the end of the week, the pre-service teacher (PST) can: a. explain basic principles in planning developmentally appropriate curriculum in the affective domain; b. write an activity plan focusing on the affective domain indicating the activity name, learning outcome, content, materials, procedure, and assessment; and c. explain the importance of importance of affective development in the early childhood classroom.	1.1.1 1.2.1 A 4.5.1 C, D 1.1.1 A	G. The Affective Domain 1. Principles 2. Issues 3. Goals 4. Content 5. Strategies	<ul style="list-style-type: none"> • Discussion • Arrange to visit an early childhood classroom and observe the following: <ol style="list-style-type: none"> 1. The overall affective climate in the classroom. What contributes most noticeably to it? What detracts from it? • Evidence that the teacher supports children on an individual basis as well as a cohort group. Cite specific examples of how he or she does it. • Pick a topic common the three Philippine curricula, write an activity plan on this topic focusing on affective development • Write a brief position paper outlining your beliefs about the importance of planning for affective development in the early childhood classroom. 	<ul style="list-style-type: none"> • Quiz on the affective domain • Observation report-scoring rubric • Written activity plan- scoring rubric • Position paper- scoring rubric 	1.1.1 4.5.1, 5.1.1 4.5.1 5.1.1 4.5.1 5.1.1
Week 12	At the end of the week, the pre-service teacher (PST) can: a. explain basic principles in planning developmentally appropriate curriculum in the cognitive domain; and b. write an activity plan focusing on the cognitive domain indicating the activity name,	1.1.1, 1.2.1, A 4.5.1, C, D	H. The Cognitive Domain 1. Principles 2. Issues 3. Goals 4. Content 5. Strategies	<ul style="list-style-type: none"> • Write a blog on the following: <ol style="list-style-type: none"> 1. How does theory about how people learn influence our approach to introducing math and science concepts in the early childhood classroom? 2. Which of the cognitive theorists' ideas most closely 	<ul style="list-style-type: none"> • Blog on issues in the cognitive domain (Math, science, theories, inquiry)- scoring rubric 	3.1.1, 4.5.1

	learning outcome, content, materials, procedure, and assessment.			<p>coincide with your own in terms of how people learn?</p> <p>3. How does inquiry go beyond process learning? What are some strategies that encourage inquiry?</p> <ul style="list-style-type: none"> • Make an appointment to observe the classroom of an experienced early childhood teacher. What is the instructional approach for the cognitive domain? What logical-mathematical materials are present in the classroom? How does the teacher use the outdoor environment? Are children encouraged to discuss their findings and how they arrived at their answers or simply involved in activities? • Pick a topic common the three Philippine curricula, write an activity plan on this topic focusing on cognitive skills 	<ul style="list-style-type: none"> • Observation report- scoring rubric • Written activity plan- scoring rubric 	<p>4.5.1, 5.1.1</p> <p>4.5.1, 5.1.1</p>
Week 13	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain basic principles in planning developmentally appropriate curriculum in the language domain' and</p> <p>b. Write an activity plan focusing on the language domain indicating the activity name, learning outcome, content, materials, procedure, and assessment.</p>	<p>1.1.1, 1.2.1, A</p> <p>1.4.1, 4.5.1, C, D</p>	<p>I. The Language Domain</p> <ol style="list-style-type: none"> 1. Principles 2. Issues 3. Goals 4. Content 5. Strategies 	<ul style="list-style-type: none"> • Discussion • Observe the classroom of an experienced early childhood teacher. What evidence do you see that supports a print-rich environment or the need for enhancing this aspect of the learning environment? • Identify one issue concerning language domain that you continue to be unsure about. Refer to the latest issues of Young Children, and Reading Teacher to 	<ul style="list-style-type: none"> • Quiz on the language domain • Observation report- scoring rubric • Position paper- scoring rubric 	<p>1.1.1</p> <p>4.5.1, 5.1.1</p> <p>4.5.1, 5.1.1</p>

				<p>determine whether you can learn more about resolving the issue. Write a one- or two-page position paper following your investigation</p> <ul style="list-style-type: none"> • Pick a topic common the three Philippine curricula, write an activity plan on this topic focusing on language skills 	<ul style="list-style-type: none"> • Written activity plan- scoring rubric 	4.5.1, 5.1.1
Week 14	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain basic principles in planning developmentally appropriate curriculum in the physical domain; and</p> <p>b. write an activity plan focusing on the physical domain indicating the activity name, learning outcome, content, materials, procedure, and assessment.</p>	<p>1.1.1, 1.2.1, A</p> <p>4.5.1, C, D</p>	<p>J. The Physical Domain (Gross and Fine Motor)</p> <ol style="list-style-type: none"> 1. Principles 2. Issues 3. Goals 4. Content 5. Strategies 	<ul style="list-style-type: none"> • Discussion • Write a blog on the following • Class conversation journey: If children are allowed to play on a playground daily, will all of them develop the fundamental motor skills by the end of the early childhood period? Explain your answer. • Write a plan on how a dance experience for 5-year-olds that would enhance their non-locomotor movement skills might be organized. • Select a fine- motor task such as sewing on button. Eating with chopsticks or trying a fish lure, and write out step-by step directions on how to perform the task. Teach this task to another adult who is a novice and evaluate your effectiveness. Reflect on the strategies you used. What scaffolding was necessary, if any? 	<ul style="list-style-type: none"> • Quiz on the physical domain • Observation report- scoring rubric • Description- scoring rubric 	<p>1.1.1</p> <p>4.5.1, 5.1.1</p> <p>4.5.1, 5.1.1</p>

				<ul style="list-style-type: none"> Pick a topic common the three Philippine curricula, write an activity plan on this topic focusing on a physical skill (either fine or gross motor) 	<ul style="list-style-type: none"> Written activity plan - scoring rubric 	4.5.1, 5.1.1
Week 15	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain basic principles in planning developmentally appropriate curriculum in the socio-emotional domain; and</p> <p>b. Write an activity plan focusing on the physical domain indicating the activity name, learning outcome, content, materials, procedure, and assessment.</p>	<p>1.1.1, 1.2.1, A</p> <p>4.5.1, C, D</p>	<p>K. The Social Domain</p> <ol style="list-style-type: none"> Principles Issues Goals Content Strategies 	<ul style="list-style-type: none"> Discussion Make a video of your presentation of a skit in which you focus on prosocial or friendship skills. Include the script with the video. Limit the video to no more than 10 to 15 minutes. Pick a topic common the three Philippine curricula, write an activity plan on this topic focusing on social skills 	<ul style="list-style-type: none"> Quiz on the social domain Video production- scoring rubric Written activity plan - scoring rubric 	<p>1.1.1, 1.3.1, 4.5.1, 5.1.1</p> <p>4.5.1, 5.1.1</p>
Weeks 16-18	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. make integrated plans using</p> <ul style="list-style-type: none"> pretend play, construction play, thematic planning and project approach 	<p>1.5.1, 4.5.1, A, C, D</p>	<p>L. Integrating Curriculum</p> <p>Through</p> <ol style="list-style-type: none"> Pretend/ Construction Play Thematic Planning- with curriculum web Project Approach- with three phases 	<ul style="list-style-type: none"> Discussion Simulate pretend play among members of the class. Consider playing house (bahay-bahayan), play scene in a store (tinda-tindahan), cooking (lutu-lutuan), etc. Video tape the whole play scene. Later, analyze the curricular domains addressed by the pretend play scenario. Observe children in pretend play. Analyze the curricular domains addressed by the pretend play scenario. 	<ul style="list-style-type: none"> Quiz on integrating curriculum Pretend play analysis -scoring rubric Observation report- scoring rubric Curriculum web- scoring rubric 	<p>1.1.1</p> <p>1.5.1, 4.5.1, 5.1.1</p> <p>1.5.1, 5.1.1</p>

				<p>I. Prepare a curriculum web on a chosen theme. Include appropriate activities.</p> <p>J. In groups, explore a topic using the project approach. Go through the process from Phase 1 and end with Phase three with a class exhibit.</p>	<ul style="list-style-type: none"> Project Approach implementation documentation- scoring rubric 	<p>4.5.1, 5.1.1</p> <p>4.5.1, 5.1.1</p>
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Suggested References

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Epstein, A.S. (2014) *The intentional teacher: choosing the best strategies for young children’s learning*. NAEYC.

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 76, s. 2017 p. 4):			
<p>6.2.b. Demonstrate mastery of subject matter/discipline</p> <p>6.3.a. Demonstrate high level of content and pedagogical knowledge</p> <p>6.3.b. Demonstrate appreciation for diversity</p> <p>6.3.e. Possess critical and problem solving skills</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Guiding Children’s Behavior and Moral Development	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This focuses on the importance of fostering the social, emotional and moral development of young children, developing the teachers’ positive dispositions of care, respect and integrity to develop skills in identifying and analyzing the developmental, environmental and cultural factors that impact the behavior of young children. This course emphasizes developmentally appropriate principles and strategies for cultivating moral values; and guiding children’s behavior in positive and non-violent discipline in managing learner behavior.</p>	<p>BTIs covered</p> <p>1.1.1 7.2.1 2.6.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding of the importance of fostering social, emotional and moral development of children; B. demonstrate knowledge of positive and non -violent discipline strategies in the management of learners’ challenging behaviors; C. demonstrate positive disposition of care, respect, and integrity in guiding young children’s behavior; D. apply principles and strategies in developing moral values in young children through observations and simulations; and E. demonstrate knowledge and understanding of differentiated teaching to suit learners gender, needs, interests and experiences. 	<p>BTIs covered</p> <p>1.1.1 2.6.1 7.2.1 3.5.1 3.1.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: a. demonstrate knowledge of the theoretical and philosophical foundations developmentally appropriate practice; b. explain how parenting/ caregiving styles can affect children’s development and adjustment; c. explain basic processes through which adults influence children; and d. name the steps in the decision-making model of child-guidance.	1.1.1, 1.2.1, A 1.1.1, A 1.1.1, A 1.1.1, 1.5.1, A	A. Child Guidance: Developmentally Appropriate Practice 1. Review of Developmentally Appropriate Practice (DAP) 2. Baumrind’s Parenting/ caregiving Styles: Authoritative, Authoritarian, Permissive, Neglectful 3. Decision-Making Model of Child Guidance 4. How adults influence children- modeling, direct instruction, coaching, giving feedback, managing the child’s environment, stating expectations, encouraging children	<ul style="list-style-type: none"> • Discussion • Case analysis • Self-analysis: identify and describe the caregiving styles used by one’s own parents and caregivers. • Observe in different places and scenarios and find examples of positive authoritative parenting/ caregiving/ teaching. Write a report explain why one thinks these are examples of the positive authoritative style 	<ul style="list-style-type: none"> • Quizzes, unit test on Child Guidance: developmentally appropriate practices • Case analysis paper • Analysis on one’s own parents and caregivers caregiving styles • Observation report 	1.1.1 1.1.1, 1.5.1 1.5.1 1.5.1
Weeks 2-3	At the end of these weeks, the pre-service teacher (PST) can: a. explain how a knowledge of children’s cognitive development is useful in guiding children; b. explain how temperament style affects how children interact; and c. describe specific strategies dealing with memory and perceptual limitations of children.	1.1.1, A 1.1.1, A 3.5.1, A	B. Child Guidance Decisions: Applying Knowledge of Child Development 1. Cognitive Development 2. Perception 3. Memory 4. Temperament 5. Social Cognition 6. Self-Control	<ul style="list-style-type: none"> • Discussion • Case analysis • Prepare a matrix on salient characteristics of children (0-8 years) on items in B. Write implications for guidance for each. Include practices/strategies that will be appropriate for each. 	<ul style="list-style-type: none"> • Quizzes, unit test on Child Guidance Decisions: applying Knowledge of Child Development • Case analysis paper • Matrix of Salient Characteristics of young children with implications to Guidance 	1.1.1 1.5.1 1.1.1, 3.5.1

Weeks 4-5	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> summarize the role of observation in guidance; list, explain and give examples of several reasons for observing child's behavior; explain the usefulness of asking specific questions about a child's behavior; and summarize the process for teaching children how to observe their own behavior. Explain how self-observation can help children over two years old develop self-control. 	<p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, 2.6.1, A</p>	<p>C. Observing Behavior in Child Guidance</p> <ol style="list-style-type: none"> Reasons for observing Children's behavior Guide questions: <ol style="list-style-type: none"> Who was involved in the behavior? What happened? When did the behavior occur? Where does the behavior typically take place? Why does the child behave this way? 	<ul style="list-style-type: none"> Discussion Case analysis Conduct observation of children focusing on their behavior. Use the guide questions for observation Practice the use of self-observation with 6-8-year-old children in. Explain to them how one can use self-observation to develop self-control. 	<ul style="list-style-type: none"> Quizzes, unit test on Observing behavior and child Guidance Case analysis paper Observation report/narrative Report on the use of self-observation with 6-8-year-old children 	<p>1.1.1</p> <p>1.5.1</p> <p>1.5.1</p> <p>1.5.1, 2.6.1</p>
Weeks 6-7	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> explain positive guidance and discipline strategies; demonstrate how to use specific positive guidance and discipline strategies; demonstrate how to communicate to parents about positive guidance and discipline strategies; and analyze case studies and determine positive guidance and discipline strategies. 	<p>1.1.1, B</p> <p>2.6.1, B</p> <p>2.6.1, 5.4.1, C</p> <p>1.1.1, 2.6.1, B, C, D</p>	<p>D. Positive Guidance and Discipline Strategies</p> <ol style="list-style-type: none"> The Concept of positive discipline Positive guidance and Discipline strategies: setting limits, use of signals and cues, redirection, substitution, I-messages, ignoring behavior, calming techniques, modeling 	<ul style="list-style-type: none"> Discussion Simulation activities Case analysis Analyze vignettes of discipline encounters and determine appropriate strategies to use Prepare a brochure on positive discipline intended for parents. Include what positive discipline is, its principles and strategies 	<ul style="list-style-type: none"> Quizzes, unit test on Positive Guidance and Discipline Strategies Case analysis paper Vignette analysis Parent brochure on positive discipline 	<p>1.1.1</p> <p>1.5.1</p> <p>1.5.1</p> <p>1.5.1, 2.6.1, 5.4.1</p>

Weeks 8-9	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. identify principles of designing DAP early childhood learning environments;</p> <p>b. plan well-designed activity areas for children ages 0-8; and</p> <p>c. describe curriculum, activities, and materials in DAP early childhood settings.</p>	<p>1.2.1, 2.1.1, A</p> <p>2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, B, D</p> <p>1.1.1, 4.5.1, A</p>	<p>E. DAP Early Childhood Learning Environment Management: Indirect Guidance</p> <ol style="list-style-type: none"> Principles of designing developmentally appropriate classrooms Effects of DAP learning environment on children's behavior Setting up the physical environment- infant-toddler, preschool, kindergarten, primary school Activity areas Curriculum, activities and materials in a DAP classroom 	<ul style="list-style-type: none"> Discussion Case Analysis Draw a simple layout of the learning environment or classroom for infants and toddlers, preschoolers, kindergarteners and primary schoolers. Justify your plan using the principles discussed. Discuss how your arrangement will be help encourage good behavior and prevent off-task or challenging behaviors 	<ul style="list-style-type: none"> Quizzes, unit test on DAP Early Childhood Learning Environment Management: Indirect Guidance Case analysis paper Output: lay-out of learning environment for young children 	<p>1.1.1</p> <p>1.5.1 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1</p>
Week 10	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain how negative self-esteem might have long-term negative effects on a person;</p> <p>b. define self-esteem and explain it as one part of the self;</p> <p>c. list, explain and give examples of specific adult practices that develop authentic/healthy self-esteem in children; and</p> <p>d. explain the importance of helping children develop a strong moral identity as well as healthy and balanced self-esteem.</p>	<p>1.1.1, 3.1.1, A, E</p> <p>1.1.1, A</p> <p>1.1.1, 3.1.1, A, E</p> <p>1.1.1, A</p>	<p>F. Authentic Self Esteem and Moral Identity</p> <ol style="list-style-type: none"> Self-esteem Moral identity Parts of the Self- self-awareness, self-concept, self-control, self-esteem How self-esteem develops Practices that develop healthy self-esteem in children 	<ul style="list-style-type: none"> Discussion Case Analysis Observe a parent or teacher with a young child interacting with one another; or choose short clips from movies with young children and adults interacting. Note the practices that the adult uses that will likely help the child develop healthy and balanced self-esteem Organize a moral identity and balanced self-esteem for kids' advocacy campaign. Design and exhibit posters, invite resource persons, write a blog, etc. 	<ul style="list-style-type: none"> Quizzes, unit test on Authentic Self-Esteem and Moral Identity Case analysis paper Observation report Output: Moral identity and Balanced self-esteem Advocacy campaign posters, posters exhibit, seminar, blogs 	<p>1.1.1</p> <p>1.5.1 1.5.1</p> <p>1.5.1, 7.3.1</p>

Week 11	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> define resiliency and explain in your own words how children become resilient; define stress for young children and explain it as a child/environment relationship; identify two major sources of stress for children and give examples of each; list the stages of the stress response and summarize the elements of each stage; explain how a young child's developmental level makes it difficult for him to cope with stress on his own; list and give examples of general guidelines for helping children cope with stress; and analyze a case study in which a teacher attempts to buffer the effect of stress for a child. 	<p>1.1.1, A</p> <p>1.1.1, 2.2.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, 1.5.1, A</p> <p>1.1.1, 2.6.1, A, C</p> <p>1.5.1, 2.6.1, D</p>	<p>G. Resilience and Stress in Early Childhood</p> <ol style="list-style-type: none"> Resilience in young children Types of stressors How stress affect children Strategies for helping children cope with stress 	<ul style="list-style-type: none"> Discussion Case analysis Make a resource material on anger management for children. Include an info graphic on ways children can deal with angry feelings. Also strategies for parents, teachers and the children for dealing with anger. Share this in class. Develop an annotated bibliography of children's books about stressors. Describe how these books can be used to help children deal with stress 	<ul style="list-style-type: none"> Quizzes, unit test on resilience and stress in early childhood Case analysis paper Output: Resource material on Anger Management for Children Annotated bibliography of children's books about stressors. Describe how these books can be used to help children deal with stress 	<p>1.1.1</p> <p>1.5.1, 1.5.1, 3.5.1</p> <p>1.1.1, 1.5.1</p>
Week 12	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> list and describe the three components of anger and explain how children can feel and express anger without understanding it; identify types of interactions in early childhood settings that are likely to elicit anger and describe children's responses to each; 	<p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p>	<p>H. Emotional Intelligence and Anger Management</p> <ol style="list-style-type: none"> Building blocks of emotional intelligence Guiding children's expressions of anger 	<ul style="list-style-type: none"> Discussion Case analysis Make a resource material on Resilience and Stress in children. Include an info graphic on the description of a resilient child. Also include info about stressors that affect children and strategies for parents, teachers and the 	<ul style="list-style-type: none"> Quizzes, unit test on Emotional Intelligence and Anger Management Case analysis paper Output: Resource material on Resilience and Stress in Children 	<p>1.1.1</p> <p>1.5.1, 1.5.1, 3.5.1</p>

	<p>c. identify and explain how several factors affect how a child expresses anger;</p> <p>d. list, explain and give examples of developmentally appropriate strategies adults can use to guide children's expressions of anger and help them develop emotional intelligence; and</p> <p>e. list and explain the four major components of emotional intelligence.</p>	<p>1.1.1, 3.5.1, A, B, C, D</p> <p>1.1.1, A</p>		<p>children for coping with these stressors. Share this in class.</p> <ul style="list-style-type: none"> Develop an annotated bibliography of children's books about anger management. Describe how these books can be used to help children deal with anger. 	<ul style="list-style-type: none"> Annotated Bibliography of children's books on Anger 	<p>1.1.1, 1.5.1</p>
Week 13	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. define aggression and list and describe different forms of aggression;</p> <p>b. explain age and gender differences in aggression;</p> <p>c. explain from a system or ecological perspective, how children become aggressive or violent, and how they acquire scripts for aggression and violence;</p> <p>d. explain the role of media violence in children's aggression;</p> <p>e. list and describe different forms of violence;</p> <p>f. summarize the warning signs of violent behavior in children; and</p> <p>g. list, discuss and give examples of specific guidance strategies that prevent or control aggression.</p>	<p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A</p> <p>1.1.1, A, B, C</p> <p>1.1.1, 2.6.1, A, B</p>	<p>I. Preventing Violent Behavior and Understanding Aggression in Children</p> <ol style="list-style-type: none"> Forms of aggression-instrumental, hostile, accidental Why children develop aggressive behaviors Strategies for guiding aggressive children and for preventing violence 	<ul style="list-style-type: none"> Discussion Case analysis Make a resource material on violent behavior and aggression in children. Include ways on how children learn about violence and aggression. Consider research findings on relevant factors such as family interaction, television, apps and games. Also strategies for parents, teachers and the children for dealing with aggression. Share this in class. 	<ul style="list-style-type: none"> Quizzes, unit test on Preventing Violent Behavior and Understanding Aggression in Children Case analysis paper Output: Resource material on violent behavior and aggression in children. 	<p>1.1.1</p> <p>1.5.1</p> <p>1.2.1, 1.5.1, 3.5.1</p>

Week 14	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. explain what prosocial behavior is;</p> <p>b. identify, describe and give examples of types of prosocial behaviors;</p> <p>c. list developmental building blocks of prosocial behavior;</p> <p>d. explain the benefits of encouraging prosocial behavior in children;</p> <p>e. identify, describe and observe developmentally appropriate strategies that foster prosocial behavior; and</p> <p>f. apply knowledge of prosocial behavior through case studies and activity plans.</p>	<p>1.1.1, A</p> <p>1.1.1, 2.6.1, A</p> <p>1.1.1, 2.6.1, A</p> <p>1.1.1, 2.6.1, A</p> <p>2.6.1, 3.5.1, A, B, C</p> <p>1.5.1, 2.6.1, A, B, C, D, E</p>	<p>J. Guidance and the Development of Prosocial Behavior</p> <ol style="list-style-type: none"> 1. What pro-social behavior is 2. Strategies in guiding prosocial behavior in children 	<ul style="list-style-type: none"> • Discussion • Case analysis • Make a resource material on prosocial behavior in children Consider research findings on relevant factors such as family interaction, television, apps and games. Also strategies for parents, teachers in developing prosocial behavior in children. Share this in class or conduct a public seminar for some parents • Make a collection of activities for young children that focus on developing prosocial behavior. 	<ul style="list-style-type: none"> • Quizzes, unit test on Guidance and the Development of Prosocial Behavior • Case analysis paper • Output: resource material on developing prosocial behavior in children • Collection of activities for young children that focus on developing prosocial behavior. 	<p>1.1.1</p> <p>1.5.1, 1.2.1, 1.5.1, 2.6.1, 3.5.1</p> <p>1.1.1, 2.6.1</p>
Week 15	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. demonstrate knowledge of group and individual guidance techniques which:</p> <ul style="list-style-type: none"> - assist children in the construction of knowledge - nurture prosocial interactions among children - encourage interpersonal problem solving and self-control 	<p>1.1.1, A</p> <p>2.6.1, B</p> <p>2.3.1, A, B</p> <p>3.1.1, D, E</p>	<p>K. Minimizing Challenging Behavior</p> <ol style="list-style-type: none"> 1. Causes of Challenging behaviors 2. Strategies in dealing with challenging behaviors- biting, disrespectful language, teasing, hitting 	<ul style="list-style-type: none"> • Discussion • Case analysis • Make a curated compilation of reader-friendly articles about how to deal challenging behaviors. These readings should include research-based information about the roots of challenging behaviors and should provide 	<ul style="list-style-type: none"> • Quizzes, unit test on Minimizing Challenging Behavior • Case analysis paper • Output: Compilation of articles on dealing with challenging behavior with commentaries and review by the students 	<p>1.1.1</p> <p>1.5.1, 1.2.1, 1.5.1, 2.6.1</p>

	<ul style="list-style-type: none"> - build and sustain a child's positive self-esteem - apply knowledge of self-esteem and moral identity through case studies 	1.1.1, A, C, D, E		developmentally appropriate ways of dealing with behavior.		
Weeks 16-17	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> a. explain how each theory advises adults to assess a young child's current abilities and competencies before deciding how to help children become more competent in working and playing with others; b. identify and explain practical strategies that come from each theory; and c. practice the strategies. 	1.1.1, 5.2.1, A 1.1.1, 3.5.1, A 3.5.1, D, E	<p>L. Connecting Theories with DAP Guidance</p> <ol style="list-style-type: none"> 1. Vygotsky's theory and Child Guidance 2. Rogerian theory and child guidance 3. Adlerian theory and child guidance 	<ul style="list-style-type: none"> • Discussion • Case analysis • Have simulation exercises on cases involving discipline encounters. Based on the theoretical perspectives, determine the parent or teacher's course of action. 	<ul style="list-style-type: none"> • Quizzes, unit test on Connecting Theories with DAP Guidance • Case analysis paper • Output: Case reports applying the different theories in handling discipline encounters 	1.1.1 1.5.1 1.5.1, 2.6.1
Week 18	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> a. explain the decision-making model and its building blocks; and b. apply knowledge of the decision-making model by writing a guidance plan intended to resolve specific discipline encounters. 	1.1.1, A 1.1.1, 1.5.1, A, C, D, E	<p>M. Using the Decision-Making Model of Child Guidance</p> <ol style="list-style-type: none"> 1. Steps: Observe, decide, take action, reflect 	<ul style="list-style-type: none"> • Discussion • Case analysis • Prepare a guidance plan for each of the cases analyzed 	<ul style="list-style-type: none"> • Quizzes, unit test on Using the Decision-Making Model of Child Guidance • Case analysis paper • Output: Guidance plan applying the decision-making model of child guidance in specific cases 	1.1.1 1.5.1 1.5.1, 2.6.1

Suggested References

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Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
Program Outcomes (from CMO No. 76, s. 2017 p. 4):			
<p>6.3.d. Demonstrate innovative thinking</p> <p>6.3.e. Possess critical and problem solving skills</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Early Learning Environment	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course focuses on the planning, setting up and evaluating developmentally-appropriate and child-centered physical, interpersonal and temporal learning environments in diverse early childhood settings. This course also explores early childhood organizational plans, procedures, physical facilities and surveys appropriate materials and equipment. Emphasis is placed on the process of designing appropriate learning environments for young children.</p>	<p>BTIs covered</p> <p>2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 2.6.1</p>
<p>Course LOutcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate knowledge and understanding on the importance of planning, setting up and evaluating early learning environment that promote fairness, respect and care to encourage learning; B. demonstrate knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments; C. examine the basic components of quality and effective early learning environment that nurture and inspire learner participation; D. demonstrate knowledge of positive and non-violent discipline in the management of learner behavior; E. demonstrate genuine love for children by creating a child-friendly, safe and secure learning environment; F. design an ideal learning environment to cater to diverse early childhood learning environment; and G. demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community. 	<p>BTIs covered</p> <p>2.2.1 2.3.1 2.4.1 2.6.1 2.1.1 2.1.1 6.4.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: a. discuss how principles of DAP can be applied in classroom management.	1.1.1, 1.2.1, A	A. Review of the Developmentally Appropriate Practices	<ul style="list-style-type: none"> Watching a examples of developmentally appropriate videos 	<ul style="list-style-type: none"> Quiz on how principles of DAP can be applied in classroom management 	1.1.1, 1.2.1
Week 2	At the end of the week, the pre-service teacher (PST) can: a. explain about setting-up a classroom, establishing a structure for each day, and creating a healthy and happy classroom community.	2.1.1, 2.2.1, 2.3.1, 2.4.1, A, B, C	B. Overview of the Course 1. Setting-up and Maintaining the Classroom 2. Establishing a Structure for Each Day 3. Creating a Classroom Community	<ul style="list-style-type: none"> Discussing about setting-up a classroom, establishing a structure for each day, and creating a healthy and happy classroom community 	<ul style="list-style-type: none"> Quiz on setting-up a classroom, establishing a structure for each day, and creating a healthy and happy classroom community 	2.1.1, 2.2.1, 2.3.1, 2.4.1
Week 3	At the end of the week, the pre-service teacher (PST) can: a. describe the characteristics needed by the preschool teacher to be a successful classroom manager.	1.1.1, A, B	C. Characteristics of Successful Preschool Classroom Managers	<ul style="list-style-type: none"> Observing a preschool teacher and describing how the teacher manages his/her classroom Making a reflection paper on the characteristics of a successful classroom managers, focusing on what the student believes he/she already has and which ones he/she needs to work on 	<ul style="list-style-type: none"> Observation report Reflection paper on the characteristics of a successful classroom managers and a scoring rubric 	4.5.1 1.5.1, 7.4.1
Weeks 4-5	At the end of these weeks, the pre-service teacher (PST) can: a. write an appropriate plan for daily routines	2.3.1, 4.1.1, 4.2.1, 4.5.1,	D. Temporal Environment 1. Daily Routines and Schedules - children need routine and familiar faces - planning for physical needs - planning for social needs	<ul style="list-style-type: none"> Creating a specific classroom schedule 	<ul style="list-style-type: none"> Plan of the classroom schedule and routines 	2.3.1, 4.1.1, 4.2.1, 4.5.1

	b. plan the learning environment to maintain health and safety	A, E, F, G, J 2.1.1, 4.1.1, A, B, C, E, F, I	<ul style="list-style-type: none"> - planning for emotional needs - planning for intellectual needs - planning a workable schedule - planning for emergencies 	<ul style="list-style-type: none"> • Making a plan on activities with appropriate materials addressing the social, emotional, and intellectual needs of the children • Planning and creating guidelines and procedures for emergencies 	<ul style="list-style-type: none"> • Plan of activities with appropriate material addressing the social, emotional, and intellectual needs of the children • Guidelines and procedures for emergencies and a scoring rubric 	2.1.1, 4.1.1, 4.5.1 2.1.1, 4.1.1
Weeks 6-9	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. describe how each area promotes development; b. explain what children can learn from each area; c. explain the teacher's role in the physical learning environment; and d. create an environment for each area. 	 1.1.1, A, B, C 1.1.1, A, B, C 1.1.1, 2.3.1, A, B, C, E 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 4.5.1,	E. Physical Environment <ol style="list-style-type: none"> 1. Blocks Area 2. Dramatic Play Area 3. Math Area 4. Art Area 5. Library Area / Book Corner 6. Discovery Area 7. Sand and Water Area 8. Music and Movement Area 9. Cooking Area 10. Computer Area 	<ul style="list-style-type: none"> • Discussing about how each area promotes development and what children can learn from each area • Researching and compiling pictures of ideal learning areas with descriptions of appropriate materials that should be present in each area • Identifying and enumerating the teacher's role and responsibilities in the physical learning environment • Observing an early childhood classroom with learning centers and interviewing the teacher about his/her role and responsibilities • Creating an environment for each area with the necessary materials and introducing what the area is and what children can learn in that area. 	<ul style="list-style-type: none"> • Quiz on how each area promotes development and what children can learn from each area • Compilation of pictures and report and what materials should be present in each area • List of teacher's role and responsibilities in the physical learning environment • Observation and interview report • Performance-based assessment and rubric 	1.1.1 1.2.1, 4.5.1 1.1.1, 2.3.1 1.5.1, 4.4.1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 4.5.1, 5.1.1

		A, B, C, E, F, I				
Week 10	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. arrange physical environment that meets both the adult and children's needs (room arrangement, activity areas, storage, display areas, cubby holes) 	2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 4.5.1, A, B, C, E, F, I	11. Environmental Issues <ul style="list-style-type: none"> - setting up an interesting and attractive classroom - conducting successful circle times - planning for meals - organizing centers 	<ul style="list-style-type: none"> • Drawing an ideal classroom set up • Arranging the physical environment that will meet both the adult and children's needs 	<ul style="list-style-type: none"> • Classroom set up drawing and a scoring rubric • Arranged classroom and a scoring rubric 	2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 4.5.1
Week 11	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. employ effective classroom management techniques that develop personal and social competence in children; b. facilitate formulation of positively stated classroom rules with the children 	2.6.1, B, C, D, E 2.1.1, 2.2.1, 2.6.1, B, C, D, E, J	F. Interpersonal Environment <ol style="list-style-type: none"> 1. General Principles <ul style="list-style-type: none"> - catching preschoolers being good - ignoring negative behavior 	<ul style="list-style-type: none"> • Conducting simulation activities about the general principles • Researching and collecting classroom management techniques for young children • Making a classroom rules chart for display in the classroom 	<ul style="list-style-type: none"> • Performance-based assessment • Research report and compilation of classroom management techniques for young children • Accomplished classroom rules and a scoring rubric 	2.6.1, 5.1.1 1.2.1, 2.6.1 2.1.1, 2.2.1, 2.6.1, 5.1.1
Weeks 12-13	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. demonstrate ability to teach children social skills that build caring communities. 	2.6.1, 6.1.1, B, C, D, E,	<ol style="list-style-type: none"> 2. Building Caring Communities <ul style="list-style-type: none"> - Teaching negotiation skills - Learning turn-taking - Learning to make decisions 	<ul style="list-style-type: none"> • Conducting a role-playing/ simulation of the following: <ul style="list-style-type: none"> - negotiation skills - turn taking - making decisions 	<ul style="list-style-type: none"> • Performance-based assessment on the following: <ul style="list-style-type: none"> - negotiation skills - turn taking - making decisions 	2.6.1, 5.1.1, 6.1.1

		G, H, J	<ul style="list-style-type: none"> - Understanding others' viewpoints - Learning to be part of the play setting - Interpersonal problem-solving skills - Handling disappointments - Handling tattling - Handling children who use foul language - When children lie - Working with children who steal - Teaching altruism 	<ul style="list-style-type: none"> - being part of a play-setting - tattling - stealing - telling a lie 	<ul style="list-style-type: none"> - being part of a play-setting - tattling - stealing - telling a lie 	
Week 14	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. explain the parenting styles; and b. demonstrate skills in communicating effectively with parents. 	1.1.1, B, J 1.1.1, 5.4.1, 6.2.1, C, E, G	3. Parent Partnerships <ul style="list-style-type: none"> - Honoring diversity - Parenting styles - Collaborative relationships - Communicating with parents 	<ul style="list-style-type: none"> • Discussing about the parenting styles • Observing one's parents or guardians and identifying their parenting styles • Creating a set of parent-teacher meeting guidelines and procedures • Conducting a role-playing/ simulation of a parent-teacher conference 	<ul style="list-style-type: none"> • Quiz on the parenting styles, provide scenarios to identify what parenting styles are described • Observation report • Set of parent-teacher meeting guidelines and procedures • Performance-based assessment 	1.1.1 1.5.1 1.1.1, 5.4.1, 6.2.1 1.1.1, 5.4.1, 6.2.1
Week 15	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. analyze the cause of children's problem behaviors in the classroom; and 	2.6.1, 3.1.1, 3.2.1, 3.3.1,	4. Analyzing problem behavior <ul style="list-style-type: none"> - Events in the child's life - Triggers - Consequences for behavior 	<ul style="list-style-type: none"> • Analyzing case studies involving children's problem behavior 	<ul style="list-style-type: none"> • Analysis report on case studies on children's problem behavior 	1.5.1, 2.6.1, 3.1.1,

	b. choose the most effective strategies in dealing with problem behaviors.	3.4.1, 3.5.1, A, B, C, H, J 2.6.1, 3.1.1, D, E, F, H, J	<ul style="list-style-type: none"> - Some common child needs - Dealing with problem behaviors 			3.2.1, 3.3.1, 3.4.1, 3.5.1
Weeks 16-17	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> • demonstrate alternative behaviors that can be taught to children; and • demonstrate how to teach social scripts to children. 	2.6.1, 3.1.1, D, E, F, H, J 2.6.1, D, E, J	<p>5. Teaching Alternative Behavior</p> <ul style="list-style-type: none"> - Alternative ways of behaving - Social scripts and general principles - Using “time-out” properly 	<ul style="list-style-type: none"> • Conducting role-play/ simulation situations where appropriate social scripts are used 	<ul style="list-style-type: none"> • Performance-based assessment 	2.6.1, 3.1.1, 5.1.1
Week 18	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ul style="list-style-type: none"> • demonstrate how to teach social communication to children. 	2.6.1, D, E, J	<p>6. Communication Skills</p> <ul style="list-style-type: none"> - Communication and behavior - General principles in teaching social communication - Non-verbal communication 	<ul style="list-style-type: none"> • Conducting role-play/ simulation social communication between teachers and the children and among children themselves 	<ul style="list-style-type: none"> • Performance-based assessment 	2.6.1, 5.1.1

Suggested References

Printed:

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Beaty, Janice J. (2014) Preschool Appropriate Practices: Environment, Curriculum, and Development. 4th ed. Belmont, CA: Wadsworth Cengage.

Bredenkamp, Sue (2011) Effective Practices in Early Childhood Education: Building a Foundation. Boston: Pearson.

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- Crowther, Ingrid (2011) Creating Effective Learning Environments. 3rd ed. Toronto: Nelson Education.
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- Eipstein, A. S. (2014) The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning. Revised Edition. NAEYC, USA.
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- Kersey, K. C., & Masterson, M. L. (2013) 101 Principles for Positive Guidance with Young Children: Creating Responsive Teachers. Pearson Education
- Marilou, H. (2008) Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom USA: Teacher's College Press.
- Patron, Ida-Yap (2013) Effective Classroom Management and Making the First Days of Classes Significant to the Learners. Quezon City: Great Books Pub.
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- Weinstein, Carol S. (2011) Elementary Classroom Management: Lessons from Research and Practice. 5th ed. New York: McGraw-Hill.
- Zirpoli, Thomas J. (2012) Behavior Management: Positive Applications for Teachers. 6th ed. Boston: Pearson Education.

Electronic:

www.acei.org

www.naeyc.org

www.pacificnet.net

www.teachervision.fen.com

www.theteachersguide.com

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <p>6.1.b. Effectively communicate orally and in writing using both Mother Tongue, Filipino and English</p> <p>6.3.d. Demonstrate innovative thinking</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Management of Early Childhood Education Programs	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course explains the principles and practices in organization and management of early childhood education programs. This course highlights the processes of planning, organizing, managing and evaluating of programs and facilities for children, record keeping, budgeting, and licensing and accreditation procedures by the Department of Education and the Early Childhood Care and Development Council.	6.3.1 6.4.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers can:	
A. demonstrate knowledge and understanding on the principles and practices in organization and management of early childhood education programs;	1.2.1 5.2.1
B. apply organization and management skills in early childhood (ECE Program outcomes 5.5) through observations and simulations;	6.3.1
C. demonstrate knowledge and understanding of government mandated requirements and processes in the management of Early childhood education programs (cognitive) Demonstrate awareness of existing laws and regulations that apply to the teaching profession, and become familiar with the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i> ;	7.4.1
D. demonstrate an understanding of how professional reflection and learning can be used to improve early childhood education management;	1.2.1
E. demonstrate an understanding of research-based knowledge and principles of teaching and learning;	4.2.1
F. identify learning outcomes that are aligned with learning competencies; and	4.3.1
G. demonstrate knowledge in the implementation of relevant and responsive learning programs.	

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
			I. ADMINISTRATION			
Week 1	At the end of the week, the pre-service teacher (PST) can: a. describe the director's management roles; and b. describe the leadership styles and methods.	1.1.1, A	A. Director Roles and Characteristics a. Roles of the Director a. manager b. organizer c. communicator d. evaluator b. Characteristics of an Effective Director	<ul style="list-style-type: none"> • Discussion • Interviewing a director/directress about her daily tasks and responsibilities managing the preschool 	<ul style="list-style-type: none"> • Quizzes, class participation, reporting, other requirements • Output: Report and Analysis of the interview conducted 	1.1.1 1.1.1, 1.5.1
Week 1	At the end of the week, the pre-service teacher (PST) can: a. state the responsibilities of the director.	1.1.1, 7.2.1, A	B. Director's Duties and Responsibilities 1. General Responsibilities 2. Enrollment 3. Curriculum 4. Physical Plant and Equipment 5. Finances 6. Staff /Human Resources 7. Parent Involvement and Education 8. Health and Safety 9. Community Relations	<ul style="list-style-type: none"> • Discussion • Case Analysis 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Case Analysis report 	1.1.1 1.5.1
Week 2	At the end of the week, the pre-service teacher (PST) can: a. describe the characteristics of each type of private and public programs; and b. discuss the advantages and disadvantages of each type of program.	1.1.1, A, G 1.1.1, A, G	C. Types of ECE schools and programs (including infant-toddler, preschool, kindergarten to primary school) 1. in the Philippines a. Private: for profit, corporate, employer-supported b. Non Profit: cooperative schools, sectarian/ church-based	<ul style="list-style-type: none"> • Discussion • Surfing the internet and locating websites of at least two examples of each type of school to be discussed • Visiting different types of ECE schools/centers to know about their philosophy and objectives, program offerings/curriculum, teachers and staff 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Report on different types of ECE Programs 	1.1.1 1.1.1, 1.5.1

			<p>c. Public/Government: day care, National Child Development Centers, DepEd schools</p> <p>2. Other Parts of the World</p>	<ul style="list-style-type: none"> Researching on ECE programs in other countries. Analyzing their similarities and differences. Highlighting their unique features and practices 	<ul style="list-style-type: none"> Output: Matrix showing the similarities, differences, and the unique features and practices of the researched ECE programs in other countries 	<p>1.1.1, 1.2.1, 1.5.1</p>
Week 3	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. discuss the factors affecting the location of the school;</p> <p>b. discuss the cost of starting a new school;</p> <p>c. identify the DepEd requirements a school should meet before beginning operation;</p> <p>d. identify the tasks that are necessary to begin a school year; and</p> <p>e. develop procedures to facilitate routine opening of school tasks.</p>	<p>1.1.1, A</p> <p>1.1.1, 6.4.1, A</p> <p>1.1.1, 6.3.1, C</p> <p>4.3.1, 6.4.1, B</p> <p>4.3.1, 6.4.1, A</p>	<p>D. A New School Year or a New Year</p> <ul style="list-style-type: none"> Location Staff selection Finances Complying with licensing requirements 	<ul style="list-style-type: none"> Discussion Discussing the DepEd Standards for the Organization and Operation of Preschools and analyzing its contents Collecting parent handbooks from several child care centers. Comparing which ones contain the essential information. Preparing a Gantt chart of the tasks for beginning a new school and beginning a new school year 	<ul style="list-style-type: none"> Quizzes, class participation Output: Compare and contrast table showing the essential information from the collected parent handbooks Output: Gantt Chart 	<p>1.1.1</p> <p>1.1.1, 1.5.1</p> <p>1.5.1, 4.3.1</p>
			II. PROGRAM			
Week 4	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. tell what is meant by philosophy of a school;</p> <p>b. discuss how goals are developed; and</p> <p>c. evaluate program goals.</p>	<p>7.1.1, A, D</p> <p>4.1.1, 4.2.1, 4.3.1, 6.3.1, A, D</p> <p>1.5.1, 4.3.1, B, G</p>	<p>a. Setting Goals: Planning and Evaluating</p> <ol style="list-style-type: none"> Philosophy Formulating goals Implementing goals and objectives Evaluating outcomes 	<ul style="list-style-type: none"> Discussion Researching about the goals and objectives of programs for infant/toddler, preschool, kindergarten and primary school Formulating one objective and plan 3 activities that lead to its achievement 	<ul style="list-style-type: none"> Quizzes, class participation Output: List of goals, objectives, and activities formulated 	<p>1.1.1</p> <p>1.1.1, 1.5.1</p>

Week 5	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. describe the major developmental characteristics between birth to two years; b. describe the developmentally appropriate program for infants and toddlers; and c. state the characteristics of infant/toddler caregivers. 	1.1.1, A 1.1.1, 4.3.1, G 1.1.1, A	b. Planning: Infant and Toddlers <ol style="list-style-type: none"> 1. Review of developmental characteristics and needs 2. Characteristics of a developmentally appropriate program 	<ul style="list-style-type: none"> • Discussion • Visiting an infants and toddler programs. Taking note of the materials and toys in the center • Interviewing a caregiver in an infant/toddler program. Finding out the most difficult and most enjoyable things about their work. Asking about characteristics and traits that teachers/caregivers of infants and toddlers should have. 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Observation notes about the materials and toys in the visited center • Output: Report on the interview about the most difficult and most enjoyable things about a caregiver's work and the necessary characteristics and traits that teachers/caregivers of infants and toddlers should have 	1.1.1 7.4.1 7.4.1
Week 6	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. describe the major developmental characteristics of 3-6 year-old children; b. state the components of developmentally appropriate practices in an early childhood program; and c. discuss the inclusion of children with special needs. 	1.1.1, A 1.1.1, 1.2.1, 4.3.1, A, E 3.1.1, A, C	c. Planning: The Preschool and Kindergarten <ol style="list-style-type: none"> 1. Review of developmental characteristics and needs 2. Characteristics of a developmentally appropriate program 	<ul style="list-style-type: none"> • Discussion • Surfing the internet and view different preschool set-ups • Drawing a plan of a preschool classroom applying the DAP approach 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Plan of a preschool classroom 	1.1.1 4.1.1
Week 7	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. describe the development of children between the ages of 6-12; and 	1.1.1, A 1.1.1, 4.3.1,	d. Planning: Primary School Children <ol style="list-style-type: none"> 1. Review of developmental Characteristics 2. Characteristics of a developmentally appropriate program <ol style="list-style-type: none"> a. Primary school 	<ul style="list-style-type: none"> • Discussion • Reflecting experiences when one was seven and then eleven. Describing the what changed in oneself from 7 to 11. 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Reflection paper 	1.1.1 7.4.1

	b. list the components of a developmentally appropriate program for older children.	A, G	b. After school and enrichment programs	<ul style="list-style-type: none"> • Visiting a primary school to observe and describe the learning environment • Researching about after school /enrichment programs for primary schoolers 	<ul style="list-style-type: none"> • Output: Observation notes about the learning environment of the visited primary school 	1.1.1, 2.1.1, 2.4.1
Week 8	At the end of the week, the pre-service teacher (PST) can: a. explain standards of quality.	1.1.1, 6.3.1, 7.5.1, A, C, E, F	e. Maintaining Program Quality 1. Local and international standards - DepEd, ECCD Council, NAEYC, Accrediting agencies	<ul style="list-style-type: none"> • Discussing the various local and international standards for quality early childhood programs 	<ul style="list-style-type: none"> • Quizzes, class participation 	1.1.1
			III. STAFF			
Week 9	At the end of the week, the pre-service teacher (PST) can: a. state the procedures for finding qualified staff; b. plan the steps in recruiting employees; and c. list the kinds of information contained in a personnel policy statement.	4.3.1, 6.3.1, A 4.3.1, 6.3.1, A, B 1.1.1, A	Staff Selection/Personnel Policies 1. Staff qualification 2. Staff Recruitment 3. Selection process	<ul style="list-style-type: none"> • Discussion • Examining the job postings/announcements for early childhood teaching/support staff to find out about qualifications and requirements • Getting application forms from different schools. Note the different kinds of information each asks. What does this tell you about the school? • Conducting an interview on in-service early childhood teachers about the hiring process they went through. Find out about how they responded to challenges and succeeded. 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Analysis report on the examined job postings/ announcements for early childhood teaching/support staff • Output: Collated application forms and a table showing the different kinds information asked from the forms • Output: Report on the interview about the in-service early childhood teachers' experiences during the hiring process they went through and how did they responded to the challenges and succeeded 	1.1.1 1.5.1 1.1.1 1.1.1, 1.5.1

Week 10	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> discuss the components of effective supervision; list the steps of the evaluative process; cite methods for staff training; and discuss strategies for teacher/staff wellness. 	<p>1.1.1, A 1.1.1, A 1.1.1, A 1.1.1, 1.2.1, 4.4.1, 4.5.1, A</p>	<ul style="list-style-type: none"> ▪ Staff Supervision and Training <ol style="list-style-type: none"> Supervision of staff Evaluation of performance The evaluation process Staff development <ol style="list-style-type: none"> Orientation, mentoring, team teaching, college or university classes, staff meetings, portfolio, workshops, role playing, exchange observations, on-line courses, field trips, professional organizations, readings 	<ul style="list-style-type: none"> • Discussion • Interviewing a directress/principal of a child-care/preschool/ kindergarten/ primary school. Ask about strategies and methods of 1. supervision, 2. evaluation teachers and their 3. strategies and training and development of teachers and staff • Surf the net for announcements/postings/ brochures of specific staff development activities included in no. 4 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Matrix of strategies and methods on supervision, evaluation and training and development of teachers and staff 	<p>1.1.1 1.1.1, 4.5.1</p>
Week 11	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> describe the role of the director on supervising student teachers and volunteers. 	<p>1.1.1, A</p>	<ul style="list-style-type: none"> ▪ Student Teachers/Volunteers <ol style="list-style-type: none"> Characteristics and needs of student teachers Volunteers 	<ul style="list-style-type: none"> • Discussion • Conducting observations of student teachers and volunteers, in action • Interviewing student teachers about their experiences. • Interviewing volunteers about what motivate them • Interviewing principals/directress on their strategies in engaging and supervising student teachers and volunteer 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Observation and interview narrative reports 	<p>1.1.1 1.5.1</p>

			IV. MANAGEMENT			
Week 12	At the end of the week, the pre-service teacher (PST) can: a. define a budget; b. list the major categories of expenses; c. list the sources of income; and d. describe the budget process.	1.1.1, A 1.1.1, A 1.1.1, A 1.1.1, A	A. Budget 1. Development of the budget 2. Expenses 3. Income	<ul style="list-style-type: none"> • Discussion • Conducting an interview with a director about the annual budget of the preschool 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: sample annual budget and the interview narrative report 	1.1.1 1.1.1, 1.5.1
Week 13	At the end of the week, the pre-service teacher (PST) can: a. differentiate between maintenance and operation activities; and b. discuss the components of a safe environment.	1.1.1, 1.5.1, A, B 2.1.1, 2.2.1, 2.6.1, A, C	B. Maintenance, Operation, Health and Safety 1. Maintenance 2. Health 3. Safety	<ul style="list-style-type: none"> • Discussion • Drawing a floor lay-out of a school. Observe health and safety principles. • Researching on government and private organization project initiatives on promoting health and safety of young children 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: floor layout applying health and safety principles 	1.1.1 2.1.1
Week 14	At the end of the week, the pre-service teacher (PST) can: a. explain why good nutrition is important in an early childhood center	2.1.1, 2.2.1, A, C	C. Food and Nutrition Services 1. Menu Planning 2. Food Service for Children	<ul style="list-style-type: none"> • Discussion • Preparing a poster that shows the basic food groups and the recommended amounts for preschoolers • Visiting a preschool/ kindergarten/ primary school who offers a nutrition/feeding program. Document how the program is planned, implemented and evaluated. 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Poster that shows the basic food groups and the recommended amounts for preschoolers with a scoring rubric • Output: Matrix on nutrition and feeding program 	1.1.1 1.1.1, 2.1.1, 2.2.1 1.1.1, 2.2.1

Week 14	At the end of the week, the pre-service teacher (PST) can: a. describe the record keeping processes.	5.2.1, 5.4.1, A, C, G	D. Record-keeping 1. Learner Reference Number (LRN) 2. Record of Enrollment and Attendance 3. Health Records 4. Data-Privacy	b. Discussion c. Conducting an interview with a registrar or directress/principal regarding record keeping	d. Quizzes, class participation e. Output: interview report on record keeping	1.1.1, 5.2.1
V. ENVIRONMENT						
Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) can: a. describe the appropriate environment for specific ECE levels; and b. evaluate learning environments for young children	1.1.1, A	A. Learning environment in the school/center - Developmentally appropriate environments - Considerations: Age appropriateness, traffic flow, noise level, storage, hard and soft areas, aesthetic appeal, diversity, flexibility B. Specific Areas: dramatic play, block area, art center, math and science center, reading/writing center, technology center C. Lay-out of an after school center	<ul style="list-style-type: none"> • Discussion • Collect pictures of learning environments for infants and toddlers, preschoolers, kindergarteners, primary schoolers. Post around the classroom or project on screen. Evaluate base on developmentally appropriate principles 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Evaluation of learning environments 	1.1.1 1.5.1
VI. FAMILY AND COMMUNITY RELATIONS						
Week 17	At the end of the week, the pre-service teacher (PST) can: a. discuss the changing roles of families in early childhood settings; and b. plan specific ways on how families and the school may collaborate.	6.1.1, F 6.2.1, 6.4.1,	A. Family and Community Engagement - Epstein Model: child-rearing, communicating, volunteering, learning at home, representing other families	<ul style="list-style-type: none"> • Discussion • Conducting an interview with a directress/principal about projects and activities the family and community engagement • Writing a family and community engagement plan for a school 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: Interview narrative report about projects and activities for family and community engagement • Output: Family and community engagement plan 	1.1.1 1.5.1, 6.1.1 6.2.1, 6.4.1

		A, B, G		year containing objectives and specific activities		
Week 18	At the end of the week, the pre-service teacher (PST) can: a. enumerate pertinent laws to early childhood education.	6.3.1, A, C	B. Philippine Regulations and Laws Pertinent to Early Childhood Education	<ul style="list-style-type: none"> • Discussion • Making a compilation of the laws 	<ul style="list-style-type: none"> • Quizzes, class participation • Output: compilation of the laws 	1.1.1 6.3.1

Suggested References

Click, P. M. & Karkos, K. (2011). Administration of Programs for Young Children (Eight ed.). Delmar.

LeeKeenan, D., & Ponte, I. (2018). From Survive to Thrive: A Directors Guide for Leading an Early Childhood Program. Washington, DC: National Association for the Education of Young Children.

Taylor, B. J. (2002). Early Childhood Program Management: People and Procedures. Upper Saddle River, NJ: Merrill/Prentice Hall.

Taylor, J. M., Linder, T. W., & McGowan, J. R. (2009). Program Administrators Guide to Early Childhood Special Education: Leadership, Development, and Supervision. Baltimore: Paul H Brookes Publication.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision			Mission
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4-5):</p> <p>6.1.a. Articulate and discuss the latest developments in the specific field of practice</p> <p>6.3.c. Manifest collaborative skills</p> <p>6.3.d. Demonstrate innovative thinking 6.3e</p> <p>6.3.f. Advocate for children’s rights, equity, community, nationalism, and democratic ideas</p> <p>6.4.c. Contribute to the generation of new knowledge by participating in various research and development projects</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Research in Early Childhood Education	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course focuses on understanding of research-based knowledge and principles in ECE. It also examines appropriate research design and methodology. It also emphasizes the development of critical thinking and creative thinking/ and other higher order thinking skills through investigation of a significant question or issue related to teaching in early childhood settings.</p>	<p>BTIs covered</p> <p>1.2.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. apply research as a tool for problem solving and initiating positive change; B. demonstrate knowledge and understanding of action research skills to develop critical, creative and higher order thinking skills; C. conduct action research related to teaching in early childhood education; and D. value the importance of research based knowledge and principles of teaching and learning in early childhood education. 	<p>BTIs covered</p> <p>1.2.1 1.2.1, 1.5.1 1.2.1 1.2.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: a. describe research designs and methodology for conducting research in early childhood; and b. give examples of completed researches for each research design and methodology.	1.2.1, B, D 1.2.1, B, D	A. Review of Research Basics	<ul style="list-style-type: none"> • Conducting a review on the Basics of Research • Research Designs • Methods on Conducting Research • Gathering abstracts of completed researches in Early Childhood Education using varied research designs 	<ul style="list-style-type: none"> • Short quiz on the Basics of research • Consolidated abstracts on completed researches with varied research designs and methodology 	5.1.1 4.2.1
Week 2	At the end of the week, the pre-service teacher (PST) can: a. choose the appropriate topics in Early Childhood Education	1.2.1, B, D	B. Research in Early Childhood Education	<ul style="list-style-type: none"> • Choosing Research Topics in Early Childhood Education based on the research areas and themes of National Research Agenda for Teacher Education (NRATE) <ul style="list-style-type: none"> • Content Knowledge and its application within and across curriculum areas in ECE • 21st Century Competencies and fluencies and the teaching -learning process • Teaching Strategies that promote 21st century competencies in ECE • Mother Tongue in ECE • Learning Space and Pedagogy • The ECE learning Environment • Understanding the Needs, strengths and aspirations of Diverse learners 	<ul style="list-style-type: none"> • Output: List of Possible Topics based on the interest of the ECE researcher 	5.3.1

				<ul style="list-style-type: none"> Partnerships between and among schools and other organizations in ECE Policies and Current Practices in ECE Curricular Innovations in ECE Modes of assessment in ECE Professional Engagement in the ECE Community Teaching Philosophy, Attitudes and Values of ECE Teachers Use of Technology in ECE Navigating Borderless Spaces Others 		
Week 3	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. demonstrate research skills and ability to develop and implement applied research.</p>	1.2.1, B	C. Types of Research	<ul style="list-style-type: none"> Conducting a research in the library by preparing a listing of peer refereed (local and foreign) journals relevant to early childhood education. Writing a Journal article review in one area of early childhood research. 	<ul style="list-style-type: none"> Output: listing of peer refereed (local and foreign) journals relevant to early childhood education. Output: Journal Article review in one area of early childhood education with scoring rubric 	5.3.1 4.2.1
Weeks 4-5	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. demonstrate critical thinking skills in, analyzing and writing the results of research and</p>	1.2.1, B, C	D. Parts of the Research Paper <ol style="list-style-type: none"> The Problem and Its Background <ul style="list-style-type: none"> Introduction Background of the Study 	<ul style="list-style-type: none"> Writing the draft of The Problem and Its Background 	<ul style="list-style-type: none"> Output: Draft of The Problem and Its Background Scoring rubric on the draft of the research paper 	5.3.1

	<p>b. demonstrate critical thinking skills in terms of understanding, analyzing and write the results of research.</p>	<p>1.2.1, B, C</p>	<ul style="list-style-type: none"> • Theoretical/ Conceptual Framework • Objectives of the Study or Statement of the Problem or both • Assumptions – (excluded in clinical/laboratory/hard sciences) • Research Hypotheses • Significance of the Study • Scope and Delimitation • Definition of Terms <p>2. Review of Related Literature and Studies</p> <p>a. Thematic Approach</p> <ul style="list-style-type: none"> • Paraphrase, summarize and synthesize all the discussions based on a logical organization. • Include local and foreign literature and studies relevant to the research topic. <ul style="list-style-type: none"> • Based on facts (reliable and valid) • Recent articles as possible (within five years of age) Sufficient enough to give insights to the research - Maximum of 15 pages 	<ul style="list-style-type: none"> • Writing the draft of Related Literature and Studies 	<ul style="list-style-type: none"> • Output of Related Literature and Studies • Scoring rubric on the draft of the research paper 	<p>5.3.1</p>
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		1.2.1, B, C	b. Introductory paragraph <ul style="list-style-type: none"> • Research Methodology • Research Procedures • Calibration of Instrument • Setting of the Study • Subjects/Respondents of the Study • Sampling Techniques • Research Instruments • Validation of Instrument • Research Protocol • Statistical Treatment of Data 	<ul style="list-style-type: none"> • Writing the draft of Research Methodology, Procedures and Instruments 	<ul style="list-style-type: none"> • Output of Research Methodology, Procedures and Instruments • Scoring rubric on the draft of the research paper 	5.3.1
		1.2.1, B, C	3. Presentation, Analysis and Interpretation of Data	<ul style="list-style-type: none"> • Writing the draft of Presentation, Analysis and Interpretation of Data 	<ul style="list-style-type: none"> • Output of Summary, Conclusions and Recommendations Presentation, Analysis and Interpretation of Data • Scoring rubric on the draft of the research paper 	5.3.1
		1.5.1, A, B, C				
		1.2.1, B, C	4. Summary, Conclusions and Recommendations <ul style="list-style-type: none"> • Summary of Findings • Conclusions • Recommendations 	<ul style="list-style-type: none"> • Writing the draft of Summary, Conclusions and Recommendations 	<ul style="list-style-type: none"> • Output of Summary, Conclusions and Recommendations • Scoring rubric on the draft of the research paper 	5.3.1
		1.5.1, A, B, C				
		6.3.1,	5. Citing REFERENCES			

		B, C		<ul style="list-style-type: none"> • Citing References to substantiate research findings 	<ul style="list-style-type: none"> • Output; List of references: relevant to the research undertaken 	6.3.1
		6.3.1, B, C	<p>6. APPENDICES</p> <ul style="list-style-type: none"> • Journal Article • Letter of request for permission to companies, schools, agencies, institutions, etc. • Letter of Explanation to Respondents • Respondent's Information sheet • Informed Consent; Informed Assent • Ethics approval • Sample questionnaire • Time table • Proposed budget • Statistical consultancy form • Updated curriculum vitae • Other relevant documents 		<ul style="list-style-type: none"> • Consolidated appendices 	6.3.1
		1.2.1, B, C	<p>c. Writing research abstract using IMRAD</p> <p>Introduction: Why did you start? Methods: What did you do? Results: What did you find? Discussion: What does it mean? Conclusion: What can be learned?</p>	<ul style="list-style-type: none"> • Writing the research Abstract using IMRAD 	<ul style="list-style-type: none"> • Output: Research Abstract 	1.2.1

Weeks 6-17	At the end of these weeks, the pre-service teacher (PST) can: a. plan, design, write, propose and defend a research proposal related to early childhood education.	1.5.1, A, B, C	E. The Research Process	<ul style="list-style-type: none"> Writing the draft of the Research Proposal 	<ul style="list-style-type: none"> Scoring Rubric on the draft of the Proposal 	5.3.1
Weeks 6-17	At the end of these weeks, the pre-service teacher (PST) can: a. demonstrate critical thinking skills in terms of in analyzing and writing the results of research; and b. undergo the research process by undertaking a study relevant to preschool education.	1.5.1, A, B, C 1.5.1, 4.2.1, B, C	F. Conducting the Research	<ul style="list-style-type: none"> Collecting data Presenting, analyzing or interpreting data Writing conclusions and recommendations 	<ul style="list-style-type: none"> Output: research paper with a scoring rubric 	1.2.1, 1.5.1, 4.2.1, 5.1.1
Week 18	At the end of the week, the pre-service teacher (PST) can: a. demonstrate critical thinking skills in terms of understanding, analyzing and write the results of research.	1.5.1, A, B, C	G. Thesis Defense	<ul style="list-style-type: none"> Defending the research 	<ul style="list-style-type: none"> Scoring Rubric on Thesis Defense 	5.3.1

Suggested References

Clark, Margaret Macdonald (1989). Understanding research in early education. New York: Gordon and Breach Science.

Cozby, Paul C. (2018) Methods in behavioral research. Thirteenth edition.

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Hancock, Dawson R. and Algozzine, Bob (2017). Doing case study research: a practical guide for beginning researchers /. Third edition.

Handbook of research-based practice in early education. (2013)

Mustajoki, Henriikka and Arto Mustajoki (2017). A new approach to research ethics : using guided dialogue to strengthen research communities.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <p>6.3.b. Demonstrate appreciation for diversity</p> <p>6.3.c. Manifest collaborative skills</p> <p>6.3.f. Advocate for children’s rights, equity, community, nationalism, and democratic ideas</p>			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Family, School and Community Partnership	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

<p>Course Description</p> <p>This course focuses on the diverse needs of the young child within the context of family, school and community anchored on the bio- ecological framework. It examines the nature and scope of family-school-community partnerships including interdisciplinary relationships and their impact on learning and development of young children. It highlights the principles and strategies, initiatives and programs to help teachers build collaborative relationships with parents, families and communities.</p>	<p>BTIs covered</p> <p>6.1.1, 6.2.1, 6.3.1, 6.4.1</p>
<p>Course Learning Outcomes</p> <p>At the end of the course, the pre-service teachers can:</p> <ul style="list-style-type: none"> A. demonstrate an understanding of knowledge of early childhood learning environments which are responsive to community contexts; B. examine the nature and scope of family, school and community partnership; C. seek advice concerning strategies that build collaborative relationship with parents, guardians and wider community; and D. demonstrate knowledge and understanding of schools policies and procedures to foster harmonious relationship with parents, families and the wider community. 	<p>BTIs covered</p> <p>6.1.1</p> <p>6.2.1</p> <p>6.4.1</p>

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: <ol style="list-style-type: none"> a. explain what the three spheres of influence are, the dynamics among them, how these dynamics affect the learner, and demonstrate understanding of and identify their role as teachers in fostering partnership; and b. use knowledge and understanding from discussion in writing a position paper. 	1.1.1, 6.1.1, A, B 7.1.1, A, B	A. Introduction to Home-School-Community Collaboration for the Integral Development of the Learner <ol style="list-style-type: none"> 1. Spheres of Influence 2. Paradigm Shift from Working in Isolation to Collaboration 3. What is Collaboration 	<ul style="list-style-type: none"> • Discussing about what the three spheres of influence are, the dynamics among them, how these dynamics affect the learner, and demonstrate understanding of and identify their role as teachers in fostering partnership • Writing a position paper about introduction to home-school-community collaboration for the integral development of the learner 	<ul style="list-style-type: none"> • Quiz on introduction to home-school-community collaboration for the integral development of the learner • Position Paper with a scoring rubric 	1.1.1, 6.1.1 7.1.1
Week 2	At the end of the week, the pre-service teacher (PST) can: <ol style="list-style-type: none"> a. explain how to strengthen the framework of caring and trust between school and home; and b. identify opportunities to build bridges and understand family perspectives. 	6.2.1, A 6.1.1, 6.2.1, 6.4.1, C, D	B. Collaborating with Families <ol style="list-style-type: none"> 1. Building bridges with families 2. Opening communication 3. Knowing and understanding families 	<ul style="list-style-type: none"> • Discussing about how to strengthen the framework of caring and trust between school and home • Listing possible ways to strengthen the framework of caring and trust between school and home • Inviting a resource speaker, a preschool teacher to talk about opportunities to build bridges and understand family perspectives 	<ul style="list-style-type: none"> • Quiz on how to strengthen the framework of caring and trust between school and home • List of possible ways to strengthen the framework of caring and trust between school and home • Reflection paper about the talk 	1.1.1, 6.2.1 6.2.1 4.1.1, 6.1.1, 6.2.1, 7.4.1

Weeks 3-4	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. explain how parent involvement and partnership impacts the development of the learner, and demonstrate understanding of and identify their role as teachers in fostering partnership; and</p> <p>b. use knowledge and understanding from discussion in writing a position paper.</p>	<p>1.1.1, 6.2.1, A, B</p> <p>7.1.1, A, B</p>	<p>C. Importance of Parent Involvement</p> <p>1. Home-School Partnership</p> <ul style="list-style-type: none"> • Why? • Key Characteristics • On What Issues to Collaborate • Important Patterns • Our Role as Teachers • What Could Go Wrong? 	<ul style="list-style-type: none"> • Discussing about parent involvement • Writing a position paper about importance of parent involvement 	<ul style="list-style-type: none"> • Quiz on parent involvement • Position Paper 	<p>1.1.1, 6.2.1</p> <p>7.1.1</p>
Weeks 5-6	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. identify the kinds of home, school, and community linkages, explain how each one differs, explain the possible result of each kind of linkage, and demonstrate understanding of and identify their role as teachers in fostering partnership;</p> <p>b. seek advice concerning strategies that build relationships with parents/guardians and the wider community; and analyze how teacher attitudes affect their actual practice;</p>	<p>1.1.1, 6.1.1, 6.2.1, A, B</p> <p>4.4.1, C</p>	<p>D. Modes of Home, School and Community Linkages: Comparison and Contrast</p> <p>1. Measuring Your Teacher Attitudes</p> <p>2. Models of Parent-School Relationship</p> <p>3. School-based and Home-based Involvement</p> <p>4. Six Types of Caring</p>	<ul style="list-style-type: none"> • Discussing about modes of home, school and community linkages • Interviewing preschool teacher about modes of home, school and community linkages 	<ul style="list-style-type: none"> • Quiz on modes of home, school and community linkages • Interview report 	<p>6.1.1 6.2.1</p> <p>4.4.1, 4.5.1</p>

	<p>c. demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community; and</p> <p>d. use knowledge and understanding from discussion in writing a position paper.</p>	<p>6.4.1, D</p> <p>7.1.1, A, B</p>		<ul style="list-style-type: none"> • Making an Analysis Paper on Teacher Attitudes and Practices in Fostering Home, School, and Community Collaboration • Position Paper Writing 	<ul style="list-style-type: none"> • Analysis Paper • Position Paper 	<p>1.5.1, 4.5.1, 6.4.1</p> <p>7.1.1</p>
Week 7	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. describe how to build strong partnerships through meetings and home visits;</p> <p>b. explain how to establish productive, happy, and cooperative parent conferences;</p> <p>c. use meaningful strategies, tips, and activities to connect school and home; and</p> <p>d. create “parent chats” to build a network of family support.</p>	<p>6.1.1, 6.2.1, 6.4.1, A</p> <p>6.4.1, A</p> <p>1.4.1, 4.5.1, 6.1.1, A, C</p> <p>1.5.1, 4.5.1, A, C</p>	<p>E. Making Parent Connections</p> <ol style="list-style-type: none"> 1. Connecting before school starts and throughout the year 2. Visiting families at home 3. Conquering parent conferences 4. Reinforcing family confidence 5. Scheduling parent chats 6. Supporting families in stress 	<ul style="list-style-type: none"> • Discussing about partnerships with parents through meetings and home visits • Researching about parent conferences • Conducting observations and creating a list of meaningful strategies, tips, and activities to connect school and home • Creating a page for connecting with parents 	<ul style="list-style-type: none"> • Quiz on making parent connections • Research report • Observation report and list of meaningful strategies, tips, and activities to connect school and home • Accomplished parent chat page and a scoring rubric 	<p>6.1.1</p> <p>1.2.1</p> <p>1.4.1, 4.5.1, 6.1.1</p> <p>1.5.1, 4.5.1</p>

Week 8	At the end of the week, the pre-service teacher (PST) can: a. describe how parents can participate as volunteers.	1.1.1, B, C, D	F. Parents as Volunteers	<ul style="list-style-type: none"> Conducting an Interview with a parent volunteer and a teacher and learn about how they work together when parents volunteer 	<ul style="list-style-type: none"> Interview report and a scoring rubric 	1.1.1, 1.5.1, 4.5.1
Weeks 9-10	At the end of these weeks, the pre-service teacher (PST) can: a. describe different kinds of parents; b. discuss about kinds of communication and the effective way of communicating with parents; and c. explain what a good progress report is in writing, use sandwiching method and phrasing ideas positively in writing.	1.1.1, A, B 1.1.1, A, B 5.4.1, A, B, C, D	G. Home-School Collaboration in Practice: Case Studies and Writing Workshop <ol style="list-style-type: none"> Kinds of Parents Kinds of Communication Effective Communication 	<ul style="list-style-type: none"> Discussing about kinds of parents and kinds of communication Interviewing and early childhood educator and seeking advance on effective communication with parents Doing case studies and writing workshop on progress report 	<ul style="list-style-type: none"> Quiz on kinds of parents and kinds of communication Interview report Progress Report Writing Activity 	1.1.1 4.5.1 5.4.1
Weeks 11-12	At the end of these weeks, the pre-service teacher (PST) can: a. use meaningful strategies, tips, and activities for parent conferences; b. establish productive, happy, and cooperative parent conferences.	1.4.1, 4.5.1, 6.4.1, C 5.4.1, 6.4.1, A, D	H. Home-School Collaboration in Practice: Parent-Teacher Conference (PTC) <ol style="list-style-type: none"> What to do BEFORE the PTC What to do DURING the PTC What to do AFTER the PTC 	<ul style="list-style-type: none"> Researching meaningful strategies, tips, and activities for parent conferences and Conducting PTC Simulation 	<ul style="list-style-type: none"> Research report or list of the meaningful strategies, tips, and activities for parent conferences Simulation of Conducting a PTC with a scoring rubric 	1.2.1, 1.4.1, 4.5.1, 6.4.1 5.4.1, 6.4.1

Weeks 13-14	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. explain how the community affects the teaching and learning in the classroom, how the community can help us in teaching; b. demonstrate an understanding of knowledge of early childhood learning environments which are responsive to community contexts; c. describe how the community can be of help in the education of the learner; d. identify what the community has to offer; and e. use knowledge and understanding from discussion in writing a position paper. 	6.1.1, A 6.1.1, A 6.1.1, A, B 6.1.1, A 7.1.1, A	I. Relevance of the Community and Rationale for Collaboration <ol style="list-style-type: none"> 1. What is a community? 2. Community as a Context of Teaching and Learning 3. The School and Community Partnership 4. Conditions for Success 5. Rationale for Collaboration 	<ul style="list-style-type: none"> • Discussing about how the community affects the teaching and learning in the classroom • Discussing about an appropriate early childhood learning environment or community • Creating a community map of your hometown • Position Paper Writing 	<ul style="list-style-type: none"> • Quiz on relevance of the community and rationale for collaboration • Community map • Position Paper with a scoring rubric 	6.1.1 6.1.1 6.1.1 1.5.1, 4.5.1 1.5.1, 5.1.1, 7.1.1
Weeks 15-16	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. research, analyze, judge, and integrate knowledge, skills, and values learned from the course geared towards developing a deeper understanding of the dynamic potential of the tripartite collaboration among home, school and 	1.2.1, 6.4.1, A, B, C, D	J. Student Reports: <ol style="list-style-type: none"> 1. Barriers to Home, School and Community Collaboration 2. Success Factors in Home, School and Community Collaboration 3. Some Indicators of Success 	<ul style="list-style-type: none"> • Research about barriers to home, school and community collaboration • Conducting interviews with preschool teachers about indicators and factors affecting the success of a homes, school, and community collaboration 	<ul style="list-style-type: none"> • Research report • Interview report 	1.2.1, 6.4.1 4.5.1

	the community to promote the integral good of learners.					
Weeks 17-18	At the end of these weeks, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. design an educational initiative appropriate for the needs of an identified group, demonstrating one's understanding of the dynamic potential of the tripartite collaboration among home, school and the community, as well as of the knowledge and skills learned from the different subjects in the BS CDE curriculum; and b. explain existing laws and regulations that support their educational initiative. 	4.5.1, 6.1.1, 6.2.1, 6.4.1, A, B, C, D 6.3.1, A, D	K. What is a Project Brief?	<ul style="list-style-type: none"> • Discussing about Project Life Cycle and the parts of a Project Brief • Designing an educational initiative appropriate for the needs of an identified group, demonstrating one's understanding of the dynamic potential of the tripartite collaboration among home, school and the community, as well as of the knowledge and skills learned from the different subjects in the BS CDE curriculum 	<ul style="list-style-type: none"> • Quiz on Project Life Cycle and the parts of a Project Brief • Project Brief Writing 	6.1.1 1.5.1, 4.5.1

Suggested References

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Dodge, N., Keenan, S., & Lattanzi, T. (2010). Strengthening the capacity of schools and communities to serve students with serious emotional disturbance. *Journal of Child and Family Studies*, 11 (1), pp.23-34. Database: Academic Search Premier (6768455).

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- Yermanock-Streib, L. (2010). *Inviting families into classroom: Learning from a life in teaching*. New York: Teachers College Press.

Institution Logo	Name of Institution		Date Last Revised
	College Name		Revision Date
	Department		Semester Adopted
Vision		Mission	
College Goals			
<p>Program Outcomes (from CMO No. 76, s. 2017 p. 4):</p> <ul style="list-style-type: none"> 6.2.b. Demonstrate mastery of subject matter/discipline 6.3.a. Demonstrate high level of content and pedagogical knowledge 6.3.b. Demonstrate appreciation for diversity 6.3.f. Advocate for children’s rights, equity, community, nationalism, and democratic ideas 			

Class Information		Instructor's Information	
Section		Instructor's Name	
Schedule		Office Designation	
Time		Office Hours	
Venue		Office Telephone	
Term		E-mail Address	

Course Information

Course Name	Content and Pedagogy in Mother Tongue	Course Code	
Pre-requisite Subject		Course Credit	3 units, 3 hrs./wk. (18 weeks, 54 hrs. total)
Course Requirements			
Grading System			

Course Description	BTIs covered
This course discusses on the philosophical and legal basis of Mother Tongue-Based Multilingual Education (MTB-MLE) program. It highlights the elements of Mother Tongue, appreciation of local literature, and use developmentally appropriate language teaching strategies for the Mother Tongue to facilitate teaching and learning.	1.1.1 6.3.1
Course Learning Outcomes	BTIs covered
At the end of the course, the pre-service teachers can:	
A. demonstrate knowledge and understanding on the philosophical and legal bases of MTB-MLE;	
B. utilize varied differentiated teaching in the Mother Tongue, Filipino and English to facilitate teaching and learning;	1.6.1, 3.1.1
C. appreciate the use of local literature to enhance literacy skills and to strengthen the use of MTB-MLE (1.4.1) and nurture and inspire learner participation;	1.4.1, 2.4.1
D. show skills in the selection, development and use of variety of teaching and learning resources including ICT to address the learning goals of Mother Tongue;	4.5.1
E. demonstrate familiarity with a range of strategies for communicating learner needs and progress in the use of Mother tongue;	5.4.1
F. demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups;	3.5.1
G. implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds;	3.2.1
H. demonstrate an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement; and	1.7.1
I. demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	5.1.1

Time Allotment	Intended Learning Outcomes (ILOs)	BTIs	Content	Suggested Teaching Learning Activities	Suggested Assessment	BTIs
Week 1	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. identify the theories and philosophical foundations of mother tongue; b. explain the application of the theories philosophical bases of teaching mother tongue; and c. demonstrate knowledge and understanding on the theoretical philosophical foundations of mother tongue. 	1.6.1, A 1.6.1, A	A. Theoretical /Philosophical Foundations of Mother Tongue	<ul style="list-style-type: none"> • Interactive Discussion on Theoretical /Philosophical Foundations of Mother Tongue 	<ul style="list-style-type: none"> • Short quiz on the theories and philosophical foundations of mother tongue 	5.1.1
Week 2	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. discuss the legal bases of mother tongue; and b. write a reflection on the legal bases of mother tongue. 	1.6.1, A	B. Legal Bases of Mother Tongue	<ul style="list-style-type: none"> • Panel Discussion on the legal Bases of Mother Tongue 	<ul style="list-style-type: none"> • Scoring rubric (reflection paper) on the legal bases of mother tongue 	4.2.1
Week 3	At the end of the week, the pre-service teacher (PST) can: <ul style="list-style-type: none"> a. reflect on experiences of teaching and learning in the mother tongue; and b. synthesis researches on teaching and learning in the mother tongue. 	1.6.1, A 1.2.1, A	C. Researches of Teaching and Learning in the Mother Tongue	<ul style="list-style-type: none"> • Sharing of the results of researches on the benefits of mother tongue • Conducting an interview on the experiences of Teaching and Learning Mother Tongue 	<ul style="list-style-type: none"> a. Synthesis on the shared research findings b. Scoring rubric on an interview on the experiences of Teaching and Learning Mother Tongue 	1.2.1 4.2.1

				<ul style="list-style-type: none"> • Writing of reflection paper on the experiences of those interviewed 	<ul style="list-style-type: none"> • Reflection paper and a scoring rubric 	1.5.1, 5.1.1
Week 3	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> identify the elements of mother tongue; and create a concept map on the elements of mother tongue. 	1.6.1, A, B	D. Elements of Mother Tongue	<ul style="list-style-type: none"> • Making a concept map on the Elements of Mother Tongue 	<ul style="list-style-type: none"> • Accomplished concept map by groups • Scoring rubric (concept maps) 	1.5.1
Week 4			E. Mother Tongue- Based Multi lingual Framework: Its Implementation in Early Childhood Education	<ul style="list-style-type: none"> • Panel Discussion on Mother Tongue- Based Multi lingual Framework: Its Implementation in Early Childhood Education 	<ul style="list-style-type: none"> • Scoring rubric • Panel Discussion on Mother Tongue- Based Multi lingual Framework: Its Implementation in Early 	
Week 5	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> expound on the Guiding Principles for Teaching and Learning MTB – MLE in Early Childhood Education; and cite situations for each guiding principle. 	1.6.1, A	F. Guiding Principles for Teaching and Learning MTB – MLE in Early Childhood Education	<ul style="list-style-type: none"> • Dyadic Discussion on the Guiding Principles for Teaching and Learning MTB – MLE in Early Childhood Education 	<ul style="list-style-type: none"> • Scoring rubric on • Dyadic Discussion on the Guiding Principles for Teaching and Learning MTB – MLE in Early Childhood Education 	5.3.1
Week 6	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> Identify the Macro Skills in Mother Tongue Lessons; and 		G. Integrating Macro Skills in Mother Tongue Lessons	<ul style="list-style-type: none"> • Watching Videos on integrating the 4 macro Skills in teaching mother tongue 	<ul style="list-style-type: none"> • Scoring rubric on demonstration lessons 	5.3.1

	b. Integrate the macro Skills in Mother Tongue through demonstration lessons.	1.6.1, A, B, C		<ul style="list-style-type: none"> Conducting Group Demonstration lessons on 4 macro skills 		
Week 7	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. demonstrate the skills in teaching (specify the language); and</p> <p>b. conduct lesson exemplars in the teaching of (Language Literature).</p>	1.6.1, A, B, F, G, H	<p>I. The Teaching of (Language) Literature and How to Teach It</p> <ul style="list-style-type: none"> Ilokano Ibanag Pangasinan Kapampangan Sambal Tagalog Tausug Hiligaynon Bicolano Masbateño Aklanon Others <p>n.b. (only the language particular to the place)</p> <p>1. Conventions of the (Language Literature)</p>	<ul style="list-style-type: none"> Conducting Lesson Exemplars Watching video clips 	<ul style="list-style-type: none"> Scoring rubric on demonstration lessons 	5.3.1
Week 8	<p>At the end of the week, the pre-service teacher (PST) can:</p> <p>a. implement teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds;</p> <p>b. demonstrate an understanding of the range of verbal and non-verbal classroom communication</p>	3.2.1, B, F, G 1.7.1, H	<p>J. Appreciation of Local Literature</p> <ol style="list-style-type: none"> Folktales Poetry Modern Stories Biographies Non fiction Graphic Novels (comics) 	<ul style="list-style-type: none"> Conducting demonstration lessons for each of the: <ul style="list-style-type: none"> Folktales Poetry Modern Stories Biographies Non fiction Graphic Novels (comics) 	<ul style="list-style-type: none"> Scoring rubric on demonstration lessons 	5.3.1

	<p>strategies that support learner understanding, participation, engagement and achievement; and</p> <p>c. demonstrate knowledge of teaching strategies that are inclusive of learners from indigenous groups.</p>	3.5.1, F				
Weeks 9-10	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. show skills in the selection, development and use of variety of teaching and learning resources including ICT to address the learning goals of Mother Tongue.</p>	4.5.1, D, F	<p>K. Developmental Appropriate Language Teaching Strategies in MTB – MLE in Early Childhood Education</p>	<ul style="list-style-type: none"> Conducting individual /group demonstration lessons 	<ul style="list-style-type: none"> Scoring rubric on demonstration lessons 	4.5.1
Weeks 11-14	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. show skills in the selection, development and use of variety of teaching and learning resources including ICT to address the learning goals of Mother Tongue.</p>	4.5.1, D, F	<p>L. Development of Instructional Materials in mother tongue</p> <ol style="list-style-type: none"> big books small books electronic materials other materials 	<ul style="list-style-type: none"> Designing and developing of Instructional Materials: big and small books, electronic and other materials 	<ul style="list-style-type: none"> Scoring rubric on instructional materials 	4.5.1
Weeks 15-17	<p>At the end of these weeks, the pre-service teacher (PST) can:</p> <p>a. identify learning outcomes are aligned with learning competencies; and</p> <p>b. write lesson exemplars in mother tongue.</p>	4.2.1, D, E, F, G, H 1.7.1, D, E, F, G, H	<p>K. Planning and Executing Lessons in the Mother Tongue</p>	<ul style="list-style-type: none"> Writing Lesson Plans In Mother Tongue 	<ul style="list-style-type: none"> Scoring Rubric for Lesson Plans 	1.6.1 4.2.1

Week 18	<p>At the end of the week, the pre-service teacher (PST) can:</p> <ol style="list-style-type: none"> identify the nature and purposes of assessment; explain the levels of assessment use levels of multiple measures for different levels of measurement; and demonstrate knowledge of the design, selection, organization and use of diagnostic, formative and summative assessment strategies consistent with curriculum requirements. 	5.5.1, E, I	<p>L. Assessment of Learning with (Language) as a Medium of Instruction</p> <ol style="list-style-type: none"> Nature and Purpose of Assessment Levels of assessment Use of Multiple Measures for Different Levels of Measurement 	<ul style="list-style-type: none"> Constructing of Various Assessments 	<ul style="list-style-type: none"> Traditional / Authentic assessments 	5.5.1
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Suggested References

Books:

Alcudia, F., Bilbao, P. P., Dequilla, M. V., Germinal, A. D., Rosano, D. A., & Violeta, M. M. (2016). *Mother Tongue: For Teaching and Learning*. Quezon City: Lorimar Publishing.

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