

# CD M77: CA PRESCHOOL FOUNDATIONS AND FRAMEWORKS: HEALTH

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## Originator

scoulter

## College

Moorpark College

## Discipline (CB01A)

CD - Child Development

## Course Number (CB01B)

M77

## Course Title (CB02)

CA Preschool Foundations and Frameworks: Health

## Banner/Short Title

CA Foun/Fram Health

## Credit Type

Credit

## Start Term

Fall 2023

## Catalog Course Description

Introduces the health domain of the California Preschool Learning Foundations and Frameworks including strands of health habits, safety, and nutrition. Provides practical strategies for implementing the curriculum frameworks. Prepares those working with students in early care and education programs including transitional kindergarten, kindergarten, and early education classrooms.

## Taxonomy of Programs (TOP) Code (CB03)

1305.00 - \*Child Development/Early Care and Education

## Course Credit Status (CB04)

D (Credit - Degree Applicable)

## Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

## Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

## SAM Priority Code (CB09)

C - Clearly Occupational

## Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

## Course Classification Status (CB11)

Y - Credit Course

## Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

## Course Prior to Transfer Level (CB21)

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Early childhood programs in the community pre-school; Resource and referral program in the County

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

17.5

**Maximum Contact/In-Class Lecture Hours**

17.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

17.5

**Total Maximum Contact/In-Class Hours**

17.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

35

**Maximum Outside-of-Class Hours**

35

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

52.5

**Total Maximum Student Learning Hours**

52.5

**Minimum Units (CB07)**

1

**Maximum Units (CB06)**

1

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten). |
| 2 | plan environments and experiences related to the development of healthy habits, personal safety, and nutrition, based on the observation of children in classroom settings.  |
| 3 | articulate the teacher’s role in collaboration with families to support the development of healthy habits in young children.   |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | define the roles of the California Preschool Learning Foundations and Frameworks: Health in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten). |
| 2 | apply knowledge of the health strands to select materials and plan classroom experiences based on observations of children.   |
| 3 | describe the teacher’s role in children’s safety during school hours.   |
| 4 | discuss the ways teachers collaborate with parents and other caregivers to support children’s healthy habits.   |

## Course Content

### Lecture/Course Content

- **10% - Introduction to the California Preschool Learning Foundations: Health**
  - Purpose and use
  - Relationship to Desired Results Developmental Profile (DRDP) and the Content Standards for California Public Schools (kindergarten)
- **30% - Health Strands**
  - Health habits
  - Safety
  - Nutrition
- **40% - Implementation of the Foundations and Frameworks**
  - Planning curriculum based on observation of children's interests, skills and abilities
  - Using daily experiences and routines as a vehicle to promote children's understanding of good health
  - Identifying objects and materials to promote healthy habits
  - Selecting objects and materials that are relevant and meaningful
  - Integrating of health-related routines into all areas of the curriculum
- **10% - Supporting English language learners in developing healthy habits as they concurrently acquire English**
- **10% - Partnership with parents and other caregivers in supporting children's good health**

### Laboratory or Activity Content

n/a

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression  
Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Film/video productions  
Group projects  
Individual projects  
Journals  
Objective exams  
Portfolios  
Problem-solving exams  
Quizzes  
Reports/papers  
Research papers  
Role playing  
Simulations  
Skills demonstrations  
Other (specify)  
Classroom Discussion  
Projects  
Participation  
Reports/Papers/Journals

### Other

Video documentation of curriculum projects incorporating aspects of the complete planning cycle such as observation, planning, implementation, and evaluation/documentation.

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Case studies  
Class activities  
Class discussions  
Collaborative group work

Computer-aided presentations  
 Demonstrations  
 Distance Education  
 Field trips  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Instructor-guided use of technology  
 Internet research  
 Large group activities  
 Lecture  
 Modeling  
 Observation  
 One-on-one conference  
 Readings  
 Role-playing  
 Small group activities  
 Web-based presentations  
 Other (specify)

**Specify other method of instruction**

Video observation and analysis of a Health curriculum experience

**Describe specific examples of the methods the instructor will use:**

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

## Representative Course Assignments

### Writing Assignments

- Write an essay on how nutrition affects children's health.
- Write an evaluation of an observed cooking activity.
- Write curriculum plans based upon criteria established in the California Preschool Curriculum Framework.

### Critical Thinking Assignments

- Analyze an activity for its ability to meet children's interests and abilities.
- Apply knowledge of the health strands to select materials and plan classroom experiences which promote children's health.
- Evaluate early childhood health curriculum based on state and national standards.

### Reading Assignments

- Read a current Child Development journal article pertaining to course topics such as how nutrition affects children's health.
- Read a current news article pertaining to course topics such as how nutrition affects children's health.

### Skills Demonstrations

- Role-play a conversation between a teacher and a child's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

## Outside Assignments

### Representative Outside Assignments

- Observe a classroom environment to identify ways it supports children's health and safety.
- Research topics such as injury prevention and healthy eating habits.
- Develop lesson plans and health activities.

## Articulation

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Chabot College	CDE 37	Health: Preschool Foundations	1

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

### Course is CSU transferable

Yes

### CSU Baccalaureate List effective term:

S2018

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Sorte, Joanne, Inge Daeschel and Carolina Amador. *Nutrition, Health and Safety for Young Children: Promoting Wellness*. 3rd ed., Pearson, 2013.**Resource Type**

Textbook

**Description**Osher, David, et al. *Keeping Students Safe and Helping Them Thrive: A Collaborative Handbook on School Safety, Mental Health, and Wellness, 2 vols.* Praeger, 2019.**Resource Type**

Textbook

**Description**Paris, Jennifer. *Health, Safety, and Nutrition in Early Childhood Education*. College of the Canyons. E-book, Open Textbook Library (College of the Canyons), 2019, <https://open.umn.edu/opentextbooks/textbooks/908>. Accessed 14 Sept 2022.**Resource Type**

Other Resource Type

**Description**California Department of Education. *California Preschool Program Guidelines*. 2015, <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf>. Accessed 14 Sept. 2022.

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**Resource Type**

Other Resource Type

**Description**

California Department of Education. *DRDP-K; Desired Results Developmental Profile – K*. 2015, [http://www.drdpk.org/docs/DRDP2015K\\_Final\\_12032015.pdf](http://www.drdpk.org/docs/DRDP2015K_Final_12032015.pdf). Accessed 14 Sept. 2022.

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**Resource Type**

Other Resource Type

**Description**

California Department of Education. *California Preschool Curriculum Framework, Vol. 2*. 2011, <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>. Accessed 14 Sept 2022.

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California Department of Education. *California Preschool Learning Foundations, Vol. 2*. 2010, <https://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>. Accessed 14 Sept 2022.

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**Resource Type**

Other Resource Type

**Description**

California Department of Education. *Desired Results Developmental Profile (DRDP) – Preschool View*. 2015, <http://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf>. Accessed 14 Sept 2022.

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**Library Resources****Assignments requiring library resources**

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Journal article review and analysis; and research, using the Library's print and online resources, on health concepts such as oral health and injury prevention.

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**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes



Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**Hybrid (51%–99% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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## Examinations

### Hybrid (1%–50% online) Modality

On campus  
Online

### Hybrid (51%–99% online) Modality

On campus  
Online

## Primary Minimum Qualification

CHILD DEV/ECE

## Review and Approval Dates

### Department Chair

09/01/2022

### Dean

09/06/2022

### Technical Review

09/15/2022

### Curriculum Committee

9/20/2022

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000587057

**DOE/accreditation approval date**

MM/DD/YYYY