**Children’s Health and Well-Being**

**Competencies**

Courses from the EarlyEdU Alliance are built around a set of course objectives. Objectives describe what students should know and be able to do as a result of participating in the course. Course objectives are aligned with NAEYC Professional Standards and Elements. Most states have their own professional competencies or standards. In this chart, we show how the course objectives align with one state’s (Washington) competencies, both the related competencies and more specific competencies.

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| **Course Objective** | **Related Competency** | **Specific Competency** | **NAEYC Standard** |
| 1. Recognize the components of optimal health in early childhood. | **9.C Health and Fitness.** The candidate understands comprehensive health and fitness education of children from birth through grade three which include the dimensions of wellness, such as physical, emotional, and social well-being contributing to a healthy lifestyle. | 9.C.1 Demonstrate general understanding of how learners grow and develop kinesthetically birth through age eight.  9.C.3 Understand the effects of health and fitness choices and habits on quality of life.  9.C.6 Demonstrate general understanding of the implications for movement, health and fitness instruction, and development of healthy habits of physical, cognitive, and perceptual exceptionalities. | **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**  Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.  **1a:** Knowing and understanding young children’s characteristics and needs, from birth through age 8.  **1b:** Knowing and understanding the multiple influences on early development and learning  **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children |
| 1. Recognize the signs of healthy development and possible concerns. | **3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children. | 3.A Demonstrates understanding of how to use developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning. | **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**  Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.  **1a:** Knowing and understanding young children’s characteristics and needs, from birth through age 8.  **1b:** Knowing and understanding the multiple influences on early development and learning  **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children |
| 1. Provide opportunities for participants to **see** teacher-child interactions and specific instructional strategies that elicit children’s logic and reasoning, mathematical, and scientific knowledge and skills; | **7.0 Professionalism.**The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism. | 7.K Demonstrates understanding of the role of the teacher in assessing and referring children and families to appropriate school based, community health or social service agencies when necessary.  7.L Demonstrates understanding of the mandatory requirements for teachers in reporting suspected cases of child abuse or neglect to the appropriate authorities and understand reporting protocols in the workplace. |  |
| 1. Identify effective strategies to support health and wellbeing.  * Plan and enact lessons to support health and wellbeing. | **9.C Health and Fitness.** The candidate understands comprehensive health and fitness education of children from birth through grade three which include the dimensions of wellness, such as physical, emotional, and social well-being contributing to a healthy lifestyle. | 9.C.2 Demonstrate general understanding of basic motor skills, rhythms, physical activities, and physical fitness.  9.C.3 Understand the effects of health and fitness choices and habits on quality of life. | **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**  Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.  **1a:** Knowing and understanding young children’s characteristics and needs, from birth through age 8.  **1b:** Knowing and understanding the multiple influences on early development and learning  **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children  **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**  Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.  **5a:** Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.  **5c:** Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. |
| **9.C Health and Fitness.** The candidate understands comprehensive health and fitness education of children from birth through grade three which include the dimensions of wellness, such as physical, emotional, and social well-being contributing to a healthy lifestyle. | 9.C.2 Demonstrate general understanding of basic motor skills, rhythms, physical activities, and physical fitness.  9.C.3 Understand the effects of health and fitness choices and habits on quality of life.  9.C.4 Demonstrate basic understanding of safety, legal issues, and risk management related to instructional practice in health and fitness. |
| 1. Recognize the components of optimal health in early childhood. | **9.C Health and Fitness.** The candidate understands comprehensive health and fitness education of children from birth through grade three which include the dimensions of wellness, such as physical, emotional, and social well-being contributing to a healthy lifestyle. | 9.C.1 Demonstrate general understanding of how learners grow and develop kinesthetically birth through age eight.  9.C.3 Understand the effects of health and fitness choices and habits on quality of life.  9.C.6 Demonstrate general understanding of the implications for movement, health and fitness instruction, and development of healthy habits of physical, cognitive, and perceptual exceptionalities. | **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**  Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.  **1a:** Knowing and understanding young children’s characteristics and needs, from birth through age 8.  **1b:** Knowing and understanding the multiple influences on early development and learning  **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children |