**Learning with Digital Media in Early Childhood**

**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** | **Sub Competency** | **NAEYC Standard**  |
| 1. Participants will develop an understanding of the features of digital media that can support learning in early childhood.
 | **9.B Language and Literacy.**The candidate demonstrates proficiency in the use of oral and written English and understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening. The teacher promotes the abilities and interests of young children as they develop literacy skills in different genres and for different purposes | 9.B.8 Knowledge of media and technology. | 9.B.8.A Understands how media and technology influence culture and young children’s actions and communication. | **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning. **4b:** Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology **4c:** Using a broad repertoire of developmentally appropriate teaching /learning approaches  |
| 1. Participants will develop an understanding of the kinds of joint adult-child interactions with digital media that can enhance children’s learning from digital media.
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| 1. Participants will be able to identify the potential of particular digital media for promoting learning goals in literacy, mathematics, or science by engaging with it and by observing children engaging with it.
 | **9.E Science.**The candidate works with their students to build the interrelationships among science, technology, engineering, mathematics (STEM), and society; by applying fundamental concepts related to Disciplinary Core Ideas (earth and space science, the life sciences, physical sciences, and engineering design); and promotes the scientific abilities of all children ([Appendix D, All Standards, All Students](http://www.nextgenscience.org/sites/ngss/files/Appendix%20D%20Diversity%20and%20Equity%206-14-13.pdf)) from birth through eight as they acquire new knowledge through the use of Crosscutting Concepts and Science and Engineering Practices in the Next Generation Science Standards (NGSS). | 9.E.9 Develops an understanding of how science, technology, engineering, and mathematics (STEM) disciplines are interrelated to each other, society, the workplace, and the environment in [Appendix J, Science, Technology, Society and the Environment](http://www.nextgenscience.org/sites/ngss/files/APPENDIX%20J_0.pdf) of the NGSS; and how they promote equitable learning opportunities for all students in [Appendix D, All Standards, All Students](http://www.nextgenscience.org/sites/ngss/files/Appendix%20D%20Diversity%20and%20Equity%206-14-13.pdf) in the NGSS. |  | **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. **5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines  |
| **9.B Language and Literacy.**The candidate demonstrates proficiency in the use of oral and written English and understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening. The teacher promotes the abilities and interests of young children as they develop literacy skills in different genres and for different purposes | 9.B.8 Knowledge of media and technology. | 9.B.8.A Understands how media and technology influence culture and young children’s actions and communication. |
|  | **9.D Mathematics.** Candidates possess a deep understanding of children’s development and mathematical and spatial learning. | 9.E.7 Understands and integrates the use of appropriate tools, including technological tools e.g., e-tools and interactive science notebooks.9.D.9.A Select, use, and determine suitability of the available mathematics curricula, teaching materials, and other resources including manipulatives for the learning of mathematics for all students.9.D.8 Modeling and Technology: Connect mathematics with real life problems through the use of mathematical modeling and technology. | 9.D.8.B Use the appropriate technology available to explore conjectures, visualize, and analyze the mathematics, develop concepts and apply them to a context, and use technology to model in the real world. |
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| 1. Participants will gain practice with teaching moves that can augment children’s learning from media.
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| 1. Participants will be able to plan a lesson sequence that integrates face-to-face science literacy activities with videos.
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|  | **9.E Science.**The candidate works with their students to build the interrelationships among science, technology, engineering, mathematics (STEM), and society; by applying fundamental concepts related to Disciplinary Core Ideas (earth and space science, the life sciences, physical sciences, and engineering design); and promotes the scientific abilities of all children ([Appendix D, All Standards, All Students](http://www.nextgenscience.org/sites/ngss/files/Appendix%20D%20Diversity%20and%20Equity%206-14-13.pdf)) from birth through eight as they acquire new knowledge through the use of Crosscutting Concepts and Science and Engineering Practices in the Next Generation Science Standards (NGSS). | 9.E.9 Develops an understanding of how science, technology, engineering, and mathematics (STEM) disciplines are interrelated to each other, society, the workplace, and the environment in [Appendix J, Science, Technology, Society and the Environment](http://www.nextgenscience.org/sites/ngss/files/APPENDIX%20J_0.pdf) of the NGSS; and how they promote equitable learning opportunities for all students in [Appendix D, All Standards, All Students](http://www.nextgenscience.org/sites/ngss/files/Appendix%20D%20Diversity%20and%20Equity%206-14-13.pdf) in the NGSS. |  |