Minnesota State University Moorhead

EECE 433: Preschool Curriculum

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course examines how to design and implement developmentally appropriate curriculum in programs serving preschool children and their families. The focus is on how to provide children with integrated learning experiences across all developmental domains. Candidates will plan and teach lessons using a variety of strategies and which are grounded in their knowledge of children's developmental, individual, and sociocultural contexts. A practicum experience in a preschool classroom is embedded in the course. (Prerequisites: Admission to Teacher Education through SARTE, completion of all other EC courses prior to EC Senior Block or permission from instructor).

B. COURSE EFFECTIVE DATES: 01/29/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Developmentally appropriate practice in preschool
2. Lesson plan writing
3. Designing themed units
4. Influence of the environment, schedule, routine, and relationship for working with young children
5. Strategies for assessing young children and how to use it in the planning process

D. LEARNING OUTCOMES (General)

1. Use a student's strengths as a basis for growth, and a student's errors as opportunities for learning.
2. Assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains.
3. Link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement.
4. Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks.
5. Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.
6. Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.
7. Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.
8. Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests.
9. Use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.
10. Understand acknowledge the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
11. Use developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop curiosity, solve problems, and make decisions.
12. Use knowledge of the sequence of development to create and implement meaningful, integrated learning experiences using children's ideas, needs, interests, culture, and home experiences.
13. Strategies for assessing a pre-primary aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that: facilitate the acquisition of skills to acquire, organize, and use information in increasingly complex ways; assist children to plan, evaluate, reflect on, revisit, and build on their own experiences; allow children to construct understanding or relationships among objects, people, and events; encourage the development of language and communication skills.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted