COURSE INFORMATION FORM

DISCIPLINE: Child Growth and Development
COURSE TITLE: Learning Environments II

CR.HR: 3  LECT HR: 3  LAB HR: 3  CLIN/INTERN HR: 3  CLOCK HR: 3

CATALOG DESCRIPTION

Students will gain knowledge of how to adapt early care and education curriculum and environments to meet the needs of all children, including those with special needs. This course follows the guidelines of Kansas and Missouri Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children (NAEYC) Standards.

PREREQUISITES

CDCG 213

EXPECTED STUDENT OUTCOMES IN THE COURSE

Upon completion of this course, the student will be able to:

1. Identify, use materials, and plan activities appropriate to the developmental levels and learning styles of children in the areas of cognition, physical development, language, social development and creative expression.

2. Explain how play supports the concept of emergent curriculum.

3. Produce developmentally appropriate goals and objectives for activities and lesson plans for individuals, small-groups and whole-groups.

4. Explain how to communicate limits for acceptable behavior and describe how to respond to children’s behavior in ways that encourage self-control.

5. Identify ways to create and maintain open, friendly, and cooperative relations with families.

6. Identify the components of an infant/toddler, preschool, or school age program, evaluate for appropriateness, and make suggestions for improvements, including resources and adaptations for children with special needs.

7. Demonstrate knowledge of adapting indoor and outdoor environments to maximize the independence and cultural diversity of all children.

8. Differentiate among various early childhood curriculum models and identify the reasons for selecting a favorite model.

9. Evaluate different assessment tools and accurately utilize one screening instrument to evaluate children.
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Written lesson plans representing each developmental domain (1,2,5,6)
- Assessment of children utilizing approved screening instrument (9)
- Written projects and reports (1-9)
- Periodic tests (1-9)

Artifacts:
Four (4) Lesson Plans – One each for Infants, Toddlers, Preschool and Primary

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.

The student will demonstrate the ability to:
1. promote child development and learning
2. observe, document, and assess to support young children and families
3. use developmentally appropriate strategies for teaching
4. demonstrate an understanding of content knowledge in early educationsupport learning by building meaningful curriculum
5. develop and maintain professionalism in the field of early education
6. master and apply foundational concepts from general education
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Play  
   A. Stages of play  
   B. Learning and play  
   C. Documenting learning through play  
   D. Emergent Curriculum and play

II. Curriculum  
   A. Developmentally appropriate practices  
   B. Reggio Emilia, High/Scope and Montessori

III. Assessment  
   A. Comparison of assessment tools  
   B. Training in administration of screening instrument

IV. The Learning Environment  
   A. Designing the learning environment  
   B. Language and literacy  
   C. Sand play  
   D. Water play  
   E. Music  
   F. Block play  
   G. Quiet play  
   H. Dramatic play  
   I. Creative Arts  
   J. Manipulative experiences  
   K. Math and Science  
   L. Woodworking  
   M. Outdoor space  
   N. Technology

V. Planning Learning Experiences  
   A. Writing lesson plans  
   B. Individual activities  
   C. Small-Group activities  
   D. Whole-Group activities  
   E. Transitions

VI. Behavior and Guidance  
   A. How self-discipline evolves  
   B. The influence of adult discipline styles on children’s self-discipline  
   C. Consistency and caring