Bemidji State University

ED 5700: Developmentally Appropriate Preprimary Education

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

Students will design and implement developmentally appropriate curriculum in programs serving preschool children and their families. Students will develop integrated learning experiences across all developmental domains as described in Minnesota's Early Indicators of Progress. Students will assess the development and learning of children and use this information in planning and instructional decision-making. Students will plan and teach lessons using developmentally appropriate instructional strategies reflecting knowledge of children's development and individual and community sociocultural contexts. This course requires 20 hours of field experience in a preschool setting.

B. COURSE EFFECTIVE DATES: 01/16/2001 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Developmentally appropriate practice in preschool.
2. Collaborative relationships with families.
4. Using child assessment information to inform planning.
5. Planning the environment, schedule, routines, and learning centers to develop a caring community of learners.
6. Planning preschool curriculum across developmental domains and subject matter content.
7. Designing thematic, inquiry-based units.
8. Developing and delivering lessons.

D. LEARNING OUTCOMES (General)

1. Utilize research base related to facilitating positive, supportive relationships and interactions with preschoolers and creating a caring community of learners.
2. Assess the development and learning of children and apply this information in planning and instructional decision-making.
3. Demonstrate teaching practices essential for working with preschoolers including instruction for individual children, and small and large groups, differentiating instruction, using play, and building executive functioning skills.
4. Apply knowledge of child development, individual children, groups of children, early learning standards, and other resources when designing, implementing and evaluating preschool curriculum.
5. Apply knowledge of children's abilities, cultures and languages, and experiences to make professional decisions about teaching and learning, use of materials, organization of the indoor physical space and management of daily schedules and routines in a preschool setting.
6. describe how to engage preschool children in learning across content areas and domains defined by Minnesota’s Early Childhood Indicators of Progress.

7. describe effective practices for collaborating with parents to support the learning and development of their children.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted