A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 2
Lab Hours/Week: 2
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course examines the role of adults in providing physical and social learning environments, positive interactions, and developmentally appropriate practices (DAP) activities that support learning and creativity in the early childhood years. It applies the knowledge of child development as it relates to individual children, families, and communities. The nature and importance of play as a vehicle for child learning is addressed as well as implementation of developmentally and culturally appropriate practices. The importance of child choice and active exploration as strategies to meet appropriate goals for learning and development are stressed.

NOTE: This course requires a MN DHS criminal background study including fingerprints.

B. COURSE EFFECTIVE DATES: 01/10/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Understand development of sensory-motor, cognitive, language, creative, and social-emotional domains and how to create an environment where children are able to explore and expand their skills.
2. Demonstrate an understanding of environmental requirements as designated by licensing regulations.
3. Examine and define developmentally appropriate practice (DAP) as it relates to individual children, their families, communities, and the early childhood program.
4. Explore and demonstrate a basic understanding of a variety of culturally relevant, DAP curriculum models from the viewpoints of all types of learners.
5. Describe the role of play in children's learning and development, plan and implement a variety of playful and creative DAP experiences, including language, math, science, social studies, art, movement, and music activities.
6. Plan and demonstrate appropriate experiences taking into consideration the children's schedule, daily routine, and need for balance between predictable active/quiet, social/solitary experiences, reliable transitions, and rest.
7. Describe DAP early childhood environments that promote learning, and emphasize play, child choice and decision making, exploration of concrete materials, and interactions while examining the relationship between the physical and social environments.
8. Explain the adult’s role in assessing, supporting, and promoting creativity and learning within an environment for children age birth to age eight, including selection, organization, and arrangement of the learning environment, materials, and activities.
D. LEARNING OUTCOMES (General)

1. 3.B.) A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (5) strategies for developing an appropriate learning environment that:
   (b) use scheduling and daily routines to meet infants' and toddlers' needs for balance in predictable active and quiet activities, social and solitary experiences, reliable transitions, and rest;
   (c) use educational materials for infants and toddlers that balance needs for growing independence and active exploration with the need for safety and health (TECE 3.B.5.b, 3.B.5.c)

2. (Outcome 1 con't)
   strategies for assessing an infant's or toddler's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:
   (b) structure the classroom to promote positive, constructive interactions between and among children (TECE 3.B.7.b)

3. (Outcome 1 con't)
   strategies for assessing an infant's or toddler's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:
   (c) create an environment where infants and toddlers are able to explore and expand their creative abilities. (TECE 3.B.9.c)

4. (3.C.) A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (5) strategies for assessing a preprimary-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:
   (b) create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information (TECE 3.C.5.b)

5. (Outcome 2 con't)
   (8) strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:
   (d) provide children with opportunities to use materials in self-selected and self-directed ways;
   (e) use open-ended activities to reinforce positive self-esteem and individuality among children (TECE 3.C.8.d, 3.C.8.e)

6. (3.D.) A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:
   (3) how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others (TECE 3.D.3- Must address school age)

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted