

I. Educ 580 Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3 through 5)

II. Academic Credit: 3 graduate credit hours

III. Course Description:

Emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of children from age three to age five; developmentally appropriate methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; resources for families of children age three through five

IV. Place of Course in the Curriculum

Educ 580 is a required course for both the Early Childhood Education Endorsement and the Master's in Education, Early Childhood Education.

V. Goals and Objectives

Goal:

To provide educators with the knowledge, skills, and dispositions (essential professional tools) needed to create and sustain a developmentally appropriate pre-primary (ages three to five) early childhood education program.

Objectives:

1. Identify and promote the patterns of normal linguistic, physical, social, cognitive, moral, emotional, and aesthetic development that are observed between ages three and five.
2. Identify how qualities in parent/caregiver/teacher relationships affect the child's brain development, current and future behavior.
3. Design, implement, and evaluate experiences that promote positive development and learning for all children (including a broad range of abilities and cultures), based on an understanding of developmentally effective approaches to teaching and learning.
4. Know the essential concepts, inquiry tools, and structure of content areas and identify resources to deepen understanding.
5. Use systematic, on-going observation, documentation, and other assessment strategies, in partnership with families and other professionals, to positively influence children's development and learning.
6. Recognize the necessary components of developmentally appropriate indoor and outdoor environments for children ages three through five.
7. Develop appropriate curriculum, plans, routines, and schedules for a pre-primary program.
8. Articulate the major components of a developmentally appropriate curriculum for children between ages three and five.
9. Observe, analyze, and critique a pre-primary early childhood setting, proposing appropriate modifications based on current research and theory.
10. Demonstrate knowledge and dispositions in creating respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

11. Grow as a professional, utilizing professional standards and ethical guidelines.
12. Advocate for sound educational practices and policies.

VI. Content

- A. Historical influences relating to the care, teaching, and assessment of pre-primary children
- B. Understanding and applying current theory in the care and teaching of pre-primary children who represent a broad range of abilities and cultures
- C. Language development
- D. Physical and motor development
- E. Social development
- F. Cognitive development
- G. Moral development
- H. Emotional development
- I. Aesthetic development
- J. Relationship-based community of learners
- K. Developmentally appropriate teaching methodology, including project learning (Reggio Emilia influenced), the importance of play
- L. Developmentally appropriate curriculum (goals, coherence, integration, implementation within the aesthetic, affective, cognitive, language, physical, and social domains)
 1. Physical development
 2. Language and literacy
 3. Mathematics
 4. Science
 5. Technology
 6. Social competence; social studies
 7. Creative arts
- M. Learning environments (play, interaction, student self-direction, centers, space, materials/storage)
- N. Guidance in fostering self-discipline
- O. Routines, scheduling
- P. Health, safety
- Q. Supportive relationships and communication with families of children ages 3-5
- R. Inclusion of children ages 3-5 with disabilities in quality programs, including modifications in the indoor and outdoor learning environments
- S. Assessment of pre-primary development/learning and appropriate modifications based on assessment data
- T. Evaluation of quality in pre-primary programs and proposed appropriate modifications
- U. Resources for teachers and parents

VII. Methodology

1. Online discussion (small and large group)
2. Professional observation during classroom visits
3. Technology (PowerPoint, webcam, Blackboard)

4. Videos and DVDs
5. Learning modules
6. Case studies
7. Field-based experience

VIII. Evaluation

Evaluation will be based upon the successful completion of student roles as determined by the instructor.

IX. Student Roles

1. Complete assigned readings.
2. Participate in small and large group discussions.
3. Observe and evaluate a pre-primary program (age three to age five); compose a critical analysis of the site and program in light of current theory and research and propose modifications.
4. Articulate the essential components of an exemplary pre-primary program.
5. Complete other assignments (such as a project) made by the instructor.

X. Representative Bibliography

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