



# Highland Community College Course Syllabus

## .Course Number and Title

- A. ECH 104 Preschool Creative Curriculum
- B. Prerequisite: None
- C. Credit hours: 3
- D. Vocational

- II. Department:  
Early Childhood Department

- III. Course Description: Students will discover what professionals need to know and be able to do to provide quality care for preschool children. Using the researchbased Creative Curriculum model, students will learn what a quality program looks like and how to achieve it. The course will explore the integrated roles of the caregiver/ teacher, the children, the families, and the community, using a strengthsbased model that defines developmentally appropriate practices for preschoolers and the role of the curriculum.

## IV. Core Competencies:

- A. Plans and adapts curricula and environments including the selection of materials, appropriate to the developmental levels of all children.
- B. Uses appropriate materials, activities and strategies in an integrated curriculum that includes language arts, math, science, social studies, health, safety, nutrition, art, music, dram, and movement.
- C. Creates learning environments using concrete manipulative materials, child choice, child decisionmaking, and play as a context for enhancing development and active learning.
- D. Considers multiple aspects of the learning environment in developing the curricula.
- E. Takes advantage of opportunities to modify curriculum to build on children's activities.
- F. Follows appropriate procedures of child observation.
- G. Communicates observation in written and oral form.
- H. Continually observes children, analyzes and evaluates findings, and applies this knowledge to practice.
- I. Invites family members to play and active role in their child's education, recognizing that families' attitudes influence children's ability and interest in learning.
- J. Creates and maintains open, friendly, and cooperative relations with families and communicates daily events.
- K. Supports children's relationships with their families.
- L. Builds a trusting relationship with children, providing physical and emotional security.
- M. Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.
- N. Plans and guides activities that promote children's supportive relationships with peers, family, professional staff, and community.
- O. Adapts the learning environment and curriculum to minimize potential challenging behaviors.
- P. Verbalizes the relationship between the program's philosophy and family practice.
- Q. Routinely engages in reflection of teaching practices and the behavior of children.
- V. Assessment Procedures:

Curriculum Presentation/ Project, Journal, Attendance, Participation.

## VI. Course Content:

- A. Setting the Stage
  - 1 How Children Develop & Learn
  - 2 Applying What You Know About Child Development to the Classroom
  - 3 How Well Do You Know Your Children
  - 4 Looking at Development on the Continuum
- B. The Learning Environment
  - 1 Elements of an Effective Learning Environment

- 2 Setting Up & Maintaining the Classroom
- 3 Messages in the Environment
- 4 Adapting the Environment for Children With Disabilities
- 5 Making Your Space Comfortable & Attractive
- 6 Selecting Materials
- 7 Why Interest Areas are Important
- 8 Evaluating the Environment
- 9 The Value of Daily Events
- 10 Using What You Know About Children to Structure the Day
- 11 Using the Weekly Planning Form
- 12 Promoting Positive Relationships in the Classroom
- 13 Developing Rules for a Classroom Community
- 14 Handling Conflicts Between Children
- 15 Responding to Challenging Behaviors

#### C. The Teacher's Role

- 1 How Is the Teacher Like...
- 2 Observing Children: Why, When, What & How to Observe
- 3 Observing & Responding to Children
- 4 Using a Range of Teaching Approaches
- 5 Adapting Instruction for Children With Special Needs
- 6 Exploring Content in Interest Areas

#### D. The Family's Role

- 1 True Confessions
- 2 Gaining SelfAwareness
- 3 How Well Do You Know Your Families?
- 4 Making Families Feel Welcome
- 5 Communicating Effectively With Families
- 6 Sharing the Curriculum with Families & Others
- 7 Involving Families in Your Program
- 8 Conducting Conferences With Families
- 9 Dealing with Misunderstandings
- 10 Resolving Differences Constructively

#### E. Learning & Development

- . Blocks
- . Dramatic Play
- . Toys & Games
- . Art
- . Library
- . Discovery
- . Sand & Water
- . Play
- . Music & Movement

- 1 Cooking
- 2 Computers
- 3 Outdoors

#### VII. Instructional Materials

Diane Trister Dodge, Laura J. Colker, Cate Heroman, (2002), *The Creative Curriculum for Preschool*, Fourth Edition, Teaching Strategies, Inc., Washington, D.C.

### **Guidelines for Requesting Accommodation Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

*On-Campus Students:* At enrollment all on campus students will complete a form which will allow them to self-identify any disability. Questions should be directed to the Disabilities Coordinator.

*Off-Campus Regional Students:* Self-identify your disability and accommodation needs with the Regional Coordinator and/or instructor preferably prior to the first night of class or early in the semester.