

**Maryland State Department of Education
Division of Early Childhood Development
Office of Child Care - Credentialing Branch**

COURSE TITLE: Pre-School Curriculum - Activities and Materials / Methods and Materials

Updated June 3, 2009

This course introduces the basic concepts of curriculum planning for children birth to age eight. Students will apply the principles of child growth and development in early childhood education settings. Instruction will include the use of library, computer, and written expression.

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
<p>1. The early educator will gain a basic understanding of the concepts, inquiry tools, and structure of content areas to create meaningful, challenging learning experiences and environment for all children</p>	<ul style="list-style-type: none"> • Demonstrates understanding of concepts within the content area for: <ul style="list-style-type: none"> - The arts (dance, music, visual arts, performing arts) - Math/science/cooking – nutrition - Large and small muscle motor activities - Social studies - Language/literacy - Integrated curriculum - Field trips and use of the community to understand their relationship with the larger <ul style="list-style-type: none"> - Learning styles (visual, kinesthetic, auditory, etc.) • Demonstrates understanding of: <ul style="list-style-type: none"> - Room arrangement / environment - Temporal environment • Demonstrates understanding of the elements of schedule planning • Identifies the elements of literacy • Demonstrates an understanding of content areas and how they relate to child development 	<ul style="list-style-type: none"> • Extended response • Restricted response • Oral presentation • Field work • Observation • Demonstration • Field placement supervisor's evaluation • Peer review 	<ul style="list-style-type: none"> • Evaluation of student's field work by college and/or field supervisor • Written plan for a curriculum experience utilizing concepts • Peer review of lessons • Portfolio card file or other documentation • Curriculum file (card file or computer based) • Identification of three curriculum resources for an identified content area • Analysis of a classroom observation • Design for a sample classroom area (written form, diorama, etc) • Identification of curriculum areas for use with young children
<p>2. The early educator will know and understand positive relationships and strategies to use relationships and supportive interactions in their work with young children</p>	<ul style="list-style-type: none"> • Demonstrates positive respectful relationships through warm, nurturing interactions with children • Knows how to establish positive relationships with co-workers, families and community members 	<ul style="list-style-type: none"> • Analysis • Extended response 	<ul style="list-style-type: none"> • Case study on discipline and guidance • Observation and summary of how discipline was handled in field experience

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
	<ul style="list-style-type: none"> • Identifies positive teaching techniques • Identifies positive and negative guidance techniques • Demonstrates an understanding of the effectiveness, appropriateness, and the impact of various guidance techniques • Identifies and critiques available resources to address a guidance issue 	<ul style="list-style-type: none"> • Restricted response • Oral presentation • Case study • Field work • Observation • Demonstration • Field placement supervisor's evaluation • Peer review • Simulations 	<ul style="list-style-type: none"> • Description of the appropriateness or inappropriateness of interactions with children with respect to their development • Book report or essay • Research based written assignment
<p>3. The early educator will know and understand how to support learning by encouraging children's problem solving, thinking skills, and academic and social competence</p>	<ul style="list-style-type: none"> • Develops appropriate materials • Describes concept of play as a learning tool for children • Demonstrates an understanding of program planning and scheduling • Understands and uses children's interests as motivation for learning • Identifies community resources • Identifies characteristics and needs of children in the classroom 	<ul style="list-style-type: none"> • Extended response • Restricted response • Identification and Critique • Observation • Analysis • Oral presentation • Case study • Field work • Demonstration • Field placement supervisor's evaluation • Peer review • Simulations 	<ul style="list-style-type: none"> • Critique of websites (minimum of 2) • Critique of software programs for appropriateness • Identification of websites related to curriculum and materials for young children • Identification of software programs • Observation summary -of student with children -of children's activities • Design for a learning center that promotes problem solving skills

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<p>4. The early educator will understand the elements of being a professional, including a code of ethics and legal standards, demonstrate knowledgeable, reflective critical perspectives of his/her work, and understand his/her role as an advocate</p>	<ul style="list-style-type: none"> • Demonstrates familiarity with and ability to apply code of ethics in every day activities • Identifies early childhood community and professional organizations and explains the mission of those organizations • Identifies advocacy opportunities • Identifies community resources • Describes the elements that constitute professionalism in work with young children, parents and co-workers 	<ul style="list-style-type: none"> • Identification and Critique • Analysis • Extended response • Restricted response • Case study • Field work • Observation • Field placement supervisor's evaluation 	<ul style="list-style-type: none"> • Critique of websites (minimum of 2) • Class experience in ethical problem solving • Written philosophy of early childhood education and care • Community resource file
<p>5. The early educator will understand how to develop healthy, developmentally supportive and safe learning environments for young children</p>	<ul style="list-style-type: none"> • Understands the key elements that go into the development of areas in the learning environment (in and outdoors) in the areas of: <ul style="list-style-type: none"> - Science - The arts (dance, music, visual arts, performing arts) - Math/science/cooking – nutrition - Large and small muscle motor activities - Social studies - Language/literacy • Identifies criteria for appropriate learning materials • Describes how learning materials and experiences meet the developmental needs of young children 	<ul style="list-style-type: none"> • Analysis • Extended response • Restricted response • Oral presentation • Case study • Field work • Observation • Demonstration • Field placement supervisor's evaluation • Peer review • Simulations 	<ul style="list-style-type: none"> • Room or outdoor space design (applying the appropriate principles) • A student generated daily schedule of activities • Develop, equip and present a learning center • A visual presentation of a learning center prepared by the student • Critique of an existing environment • A visual representation of an outdoor environment created by the student
<p>6. The early educator will understand and provide developmentally appropriate learning experiences across and within curriculum content areas.</p>	<ul style="list-style-type: none"> • Knows the elements of an appropriate lesson • Understands the elements of effective lesson planning 	<ul style="list-style-type: none"> • Written lesson plans • Evaluation of lesson plans of others 	<ul style="list-style-type: none"> • Lesson plan designed by student and presented to young children • Description of an appropriate lesson plan

Outcomes	Indicators	Assessment Types	Sample Assessment Tasks
	<ul style="list-style-type: none"> • Understands constructive teaching techniques for working with young children • Explains how materials and experiences that support the developmental needs of young children 	<ul style="list-style-type: none"> • Analysis • Extended response • Restricted response • Oral presentation • Case study • Field work • Observation • Demonstration • Field placement supervisor's evaluation • Peer review • Simulations. 	<ul style="list-style-type: none"> • Demonstration of the use of materials and experiences that support the developmental needs of young children • Observation of and objective evaluation of lessons presented to young children