

# Minnesota State University Moorhead

## EECE 433: Preschool and Kindergarten Curriculum

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

EECE 333 - Discovery Learning AND EECE 234 - Play and Development AND EECE 220 - Foundations of Early Childhood & Early Childhood Special Education

Corequisites: EECE 437

MnTC Goals: None

This course will provide the student with the skills and knowledge necessary to plan and implement curriculum in programs serving pre-school and kindergarten children and their families. Students apply integrated curriculum planning and demonstrate advanced use of developmentally appropriate practices and strategies in either a pre-school or a kindergarten classroom. The practicum, EECE 467K (one credit) accompanies this course and must be taken concurrently.

**B. COURSE EFFECTIVE DATES:** 06/08/1999 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Developmentally appropriate practice in preschool and kindergarten
2. Early Indicators of Progress: MN Early Learning Standards
3. Lesson plan writing
4. Designing themed units
5. Influence of the environment, schedule, routine, and relationship for working with young children
6. Strategies for assessing young children and how to use it in the planning process

#### **D. LEARNING OUTCOMES (General)**

1. Understand issues affecting the education of young children and be able to articulate the pros and cons of the positions, including those of national professional organizations.
2. Recognize the influence of the physical setting, schedule, routines, and transitions on children and learn how to use these experiences to promote children's development and learning.
3. Understand how to plan and implement appropriate curriculum and instructional practices based on developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content.
4. Learn the importance of lesson planning and how to plan integrated units based on children's interests and academic, social, and emotional needs.
5. Use developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop curiosity, solve problems, and make decisions.
6. Develop skills in adult-child interactions that promote individual competencies and well-being.
7. Understand and use 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.
8. Demonstrate ways of integrating anti-bias, multicultural, gender-fair, and disability-sensitive themes, literature, and experiences in all curricular areas.
9. Become aware of the importance of establishing a close partnership with parents and identify strategies that facilitate this bond.

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

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted