

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC2221	Course Title: Curriculum: High/Scope Approach		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input checked="" type="checkbox"/> Aesthetic / Creative Activities <input checked="" type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input checked="" type="checkbox"/> Aesthetic / Creative Activities <input checked="" type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, <u>must</u> correspond with course description on Form 102): The student will learn about the High/Scope curriculum, its implementation in the classroom and the different components of this approach: the daily routine, planning time, work time, recall time, small-group time, large-group time, and outside time. The student will also learn to use key experiences to set up the learning environment, support children's learning in their play, encourage them to interact in groups, and plan related learning experiences, that will directly impact on the advancement of children's social, emotional, physical, and cognitive development in the areas of language, math, science, art, music, and creativity.			
Prerequisite(s):	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Review the stages of cognitive development by:

- a. Discussing the influence of Jean Jacques Piaget in cognitive theory and his contributions to our understanding of children and learning.
- b. Reviewing Piaget's Theory of Cognitive Development.
- c. Identifying the processes of assimilation, accommodation, and equilibrium.
- d. Identifying the four stages of intellectual development.
- e. Explaining the practical applications of this theory in the preschool classroom.

Competency 2: Identify the Constructivist philosophy by:

- a. Analyzing the principles of constructivist teaching.
- b. Explaining the correlation between brain research and Constructivism.
- c. Correlating the educational implications of Constructivist philosophy and the High/Scope approach.
- d. Reviewing Vygotsky's socio-cultural theory and the importance of scaffolding children's learning.

Competency 3: Characterize the elements of the High/Scope framework by:

- a. Tracing the historical origins of the High/Scope approach.
- b. Analyzing the elements of the teaching practices and curriculum content.
- c. Exploring the components of an appropriate High/Scope classroom.
- d. Identifying the role of the family in the High/Scope approach.

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Competency 4: Discuss how High/Scope supports children's approaches to learning by:

- a. Preparing an environment where children are making and expressing choices, plans and decisions.
- b. Identifying techniques that empower children to solve problems encountered in play.
- c. Observing and practicing the High/Scope Daily Routine.

Competency 5: Summarize High/Scope's approach to language, literacy, and communication development by:

- a. Defining High/Scope's approach to language, literacy, and communication development.
- b. Discussing how to support children talking with others about personally meaningful experiences.
- c. Identifying conversational strategies to use with children to prompt them to describe objects, events, and relations.
- d. Listing ways to encourage children to have fun with language: listening to stories and poems, and making up stories and rhymes.
- e. Planning and implementing several types of phonological awareness experiences for young children.
- f. Explaining the importance of giving children opportunities for writing in various ways: drawing, scribbling, using letterlike forms, invented spelling, and conventional forms.
- g. Explaining the importance of giving children opportunities for reading in various ways: reading storybooks, signs and symbols, and one's own writing.
- h. Strategizing ways to support children in story dictation.

Competency 6: Recognize High/Scope's approach to young children's social and emotional development by:

- a. Defining High/Scope's approach to young children's social and emotional development.
- b. Identifying the characteristics of preschoolers' social relationships.
- c. Discussing how to support children's social and emotional development by allowing them to take care of their own needs.
- d. Practicing ways to encourage children to express feelings in words.
- e. Developing skills in building relationships with children and adults.
- f. Stressing the importance of providing children with opportunities to create and experience collaborative play.
- g. Practicing the High/Scope approach to conflict resolution.

Competency 7: Identify High/Scope's approach to young children's physical development, health, and well-being by:

- a. Defining High/Scope's approach to young children's physical development, health, and well-being.
- b. Practicing experiences in which children move in nonlocomotor and locomotor ways.
- c. Creating opportunities for children to move with objects and express creativity in movement.
- d. Planning experiences that allow children to describe movement, act upon movement directions.
- e. Selecting experiences that allow children to feel and express steady beat and move in sequences to a common beat.

Competency 8: Create High/Scope mathematics curriculum by:

- a. Defining High/Scope's approach to mathematics curriculum.
- b. Recognizing children's creation of order and patterns.
- c. Observing children and documenting their use of seriation skills such as: comparing attributes; arranging several things one after another in a series or pattern and describing their relationships; and fitting one ordered set of objects to another through trial and error.
- d. Observing and documenting children's development of number concepts.
- e. Supporting children's understanding of number by allowing them opportunities to: compare the number of things in two sets; arrange two sets of objects in one-to-one correspondence; and count objects.

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- f. Supporting children's understanding of space by allowing them opportunities to: practice filling and emptying; fitting things together and taking them apart; changing the shape and arrangement of objects; observing people, places and things from different spatial viewpoints; experiencing and describing positions, directions, and distances in the play space, building, and neighborhood; interpreting spatial relations in drawings, pictures, and photographs.

Competency 9: Create High/Scope science and technology curriculum by:

- a. Defining High/Scope approach to science and technology curriculum.
- b. Describing why early science and technology development is important.
- c. Exploring and describing similarities, differences, and the attributes of things.
- d. Supporting children's classification experiences and discoveries such as: exploring and describing similarities, differences, and the attributes of things; distinguishing and describing shapes; sorting and matching; using and describing something in several ways; holding more than one attribute in mind at a time; distinguishing between "some" and "all"; describing characteristics something does not possess or the class it does not belong to.
- e. Supporting children's understanding of time by allowing them opportunities to: stopping and starting an action on signal; experiencing and describing rates of movement; experiencing and comparing time intervals; anticipating, remembering, and describing sequences of events.

Competency 10: Create High/Scope's social studies curriculum by:

- a. Defining High/Scope approach to social studies curriculum.
- b. Supporting the child's social development.
- c. Recognizing the importance of the child's participations in group routines.
- d. Expressing the importance of being sensitive to the feelings, interests, and needs of others, and modeling these behaviors for children.

Competency 11: Create High/Scope's art curriculum by:

- a. Defining High/Scope approach to arts curriculum.
- b. Indicating the sequential learning from objects to abstractions and from simple forms to complex images.
- c. Supporting children's development of the visual arts by relating models, pictures, and photographs to real places and things; making models out of clay, blocks, and other materials; drawing and painting.
- d. Supporting children's development of dramatic art by providing opportunities to imitate actions and sounds; and pretending and role playing.
- e. Planning, executing, and documenting a story dramatization with young children.
- f. Supporting children as music makers by providing opportunities to: move to music; explore and identify sounds; explore the singing voice; develop melody; singing songs; and playing simple musical instruments.

Competency 12: Analyze the importance of observation, assessment, and evaluation by:

- a. Practicing anecdotal record keeping.
- b. Utilizing the Child Observation Record (COR) assessment tool.
- c. Utilizing the Early Literacy Skills Assessment tool (ELSA).
- d. Recognizing the importance of program assessment tools such as Preschool Program Quality Assessment (PQA), and Ready School Assessment (RSA).

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