COMMON COURSE OUTLINE: Course discipline/number/title: CYFS 1235: Learning and Environments

A. CATALOG DESCRIPTION
   1. Credits: 3
   2. Hours/Week: (2 lecture/1 lab)
   3. Prerequisites (Course discipline/number): Test into READ 0840 and ENGL 0980
   4. Co-requisites (Course discipline/number): None
   5. MnTC Goals (if any): NA

This course presents an overview of knowledge and skills related to providing appropriate environments for young children from birth to age 9. Students will examine the teacher’s role in supporting development and fostering the joy of learning for all young children emphasizing the essential role of play. An overview of planning activities and teaching through group time, small groups, interest center, will be included.

B. DATE LAST REVISED (Month, year): March, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
   1. Developmental theory as it applies to curriculum development
   2. Developmentally, linguistically and culturally appropriate curriculum to support the development of the whole child
   3. Impacts of special needs on learning and development
   4. Learning theories and individual learning styles
   5. Play as the central modality of young children’s learning
   6. The early childhood classroom learning centers: e.g. dramatic play; blocks; manipulatives; art; library; science & nature; sensory/motor; etc.
   7. Physical/temporal/interpersonal and aesthetic components of learning environments
   8. Social/emotional learning environments based on delight and engagement
   9. Classroom environments that reflect the children, families, cultures and languages of the communities served
   10. Infant and toddler use of materials and environments
   11. The curriculum planning process
   12. Teaching through large group, small groups, and interest centers
   13. The continuing cycle of observation, assessment, curriculum planning, documentation

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
   1. Explain verbally and in writing, the sequence of play as central to development and learning for young children.
   2. Define, explain and apply constructivist theory in curriculum planning for young children.
   3. Identify key ways in which the environment functions as an essential component of curriculum.
   4. Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
   5. Demonstrate through written activity plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
   6. Assess and evaluate environments, materials, and activity plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.
   7. Define how equipment, materials, and activity plans can be modified for inclusion of children with special needs.
   8. Design materials and activities to include support of home language as well as development of English as a second language.
   9. Demonstrate through several specific lesson plans the value and sequence of a child’s ability to construct and represent her/his world through symbols.
   10. Demonstrate and explain in activity plans the progression from simple to complex and concrete to abstract and explain how these concepts are essential for all children’s learning.
   11. Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children’s learning in a variety of content areas.
   12. Discuss the role of the learning environment in supporting socialization, self-regulation and self-help skills for all children.
   13. Demonstrate teaching through interest centers, small group, and large group instruction.
D. LEARNING OUTCOMES (GENERAL): The student will be able to:
14. Identify the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum.
15. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children’s learning and development.

E. LEARNING OUTCOMES (MNTC): None

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Written observations and reflections
2. Written activity plans
3. Demonstrate classroom design and selection of appropriate materials
4. Demonstrate home-made teaching materials
5. Demonstrate teaching through large group, small groups and interest centers
6. Written exams

G. RCTC CORE OUTCOME(S) ADDRESSSED:
- Communication
- Critical Thinking
- Global Awareness/Diversity
- Civic Responsibility
- Personal/Professional Accountability
- Aesthetic Response

H. SPECIAL INFORMATION (if any): None