Appalachian State University
Department of Family and Consumer Sciences
FCS 4602 Preschool Curriculum and Instruction
SPRING 2015

Instructor: Lee Aldridge M.A. Room: RCOE 329
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Email: aldridgelk@appstate.edu Lecture: Thursday 6:00-8:40

Office Hours: By appointment

Course Description

The purposes of this course are (1) to apply the major cognitive, language, affective, social ad physical development theories to curriculum planning and implementation for all young children; and (2) to develop strategies for integrating a range of learning needs and disabilities into the planning and implementation of an early childhood curriculum. Emphasis will be on education services in public schools and other settings for young children with typically and atypical needs. Prerequisite: SPE 3272, or consent of the instructor

Required Texts and Other Materials


http://www.earlylearning.nc.gov/Foundations/pdf/BW_condensed.pdf (I will provide a copy for the semester.)


Supplemental Recommended Text


Course Objectives (North Carolina Birth-Kindergarten standards):

Standard 5: B-K teachers create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.

B-K teachers address growth, development, and learning of the whole child, with particular emphasis on promoting positive approaches to learning, the provide a comprehensive and effective curriculum across developmental domains and academic content. They adapt environments and curriculum for children with disabilities or other special needs. B-K teachers

- use play and active learning processes as a foundation for ALL young children’s learning.
- plan a suitable balance between child initiated and adult initiated activities.
- create and adapt integrated, meaningful, challenging, and engaging and developmentally supportive learning experiences.
- embed IFSP/IEP goals and objectives into curriculum activities
- implement and adapt developmental and functional curricula across all domains.
  in response to all young children’s strengths, interests, needs and differing ability levels.
- integrate content from disciplines that set the stage for subsequent academic development to include emergent reading writing mathematics science social studies science technology and the arts.
- create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices and learning materials.
- create, manage and adapt environments with developmentally appropriate interpersonal, spatial and temporal organization.
- understand that social and emotional learning is taking place at all times and that children are simultaneously engaged in social, emotional, and cognitive tasks.
- design indoor and outdoor spaces with many types and levels of challenge and stimulation and schedule opportunities for physical development each day.
B-K teachers provide and integrated curriculum derived from Infant Toddler Guidelines, Foundations for Early Learning and the Kindergarten Standard Course of Study which includes the following areas:

**Emotional/Social Development:** To support the emotional/social growth and development of children, B-K Teachers
- promote children's awareness of personal uniqueness, including cultural and racial identity.
- provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interactions between children and adults as well as among children.
- foster children's increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
- support children's ability to form and maintain relationships.

**Physical Development, Health, Nutrition and Safety:** B-K Teachers embed opportunities for large and small motor development and promote health, nutrition, and safety within daily outdoor and indoor activities. They:
- teach and model hygienic practices.
- encourage development and opportunities to practice personal care and self-help skills
- have knowledge of creating safe environments that support self-care and hygiene.
- develop classroom safety rules and model safe practices.
- create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities.
- model and discuss healthy eating habits and frequent exercise.

**Cognitive Development (including Emergent Language and Literacy, Mathematics, Science, Social Studies and the Arts)**

**Emergent Language and Literacy:** B-K Teachers:
- demonstrate knowledge and skill in facilitating development of children's receptive and expressive oral language.
- understand the stages of literacy acquisition and use a wide variety of learning experiences to facilitate children's progression through them.
- understand the stages of written expression and use a wide range of learning experiences to facilitate children's progression through them.

**Emergent Mathematics:** B-K teachers understand the developmental sequence and use a wide range of learning experiences to facilitate children's construction of:
- basic concepts of numbers and operations.
- spatial sense and understanding of measurement and geometry.
-basis principals of data analysis, including probability, experimentation and observation to make predictions.
-multiple strategies of mathematical processing
-representation of mathematical concepts.

**Emergent Science:** K teachers understand the developmental sequence and use a wide range of child directed exploration and experimentation to facilitate development of:
-perceptual functioning and motor skills in order to maintain safety during learning, play and daily routines, including appropriate use of equipment and tools.
-thinking skills relevant to observing, describing, questioning, sequencing, predicting, comparing and contrasting
-understanding of the nature of science, the process of scientific inquiry, and the relationship between science and daily life.
-fundamental understanding of the physical world, living organisms, and the immediately perceptible earth environment.

**Emergent Social Studies:** B-K teachers understand the developmental sequence and use a wide range of learning experiences to facilitate children’s understanding of:
-cultural diversity and culture
-time, continuity, and change (e.g., sequences of daily events, changes in body and environment
-technology and economic development (e.g., wants and needs)
-individuals, groups and institutions-their development and identities (e.g., awareness and appreciation of similarities and differences among individuals, families)
-civic ideals and practices-power, authority and governance (e.g., fairness social justice)

**Emergent Creative Arts:** B-K teachers understand the developmental sequence and use a wide range of learning experiences to facilitate children’s:
-creative expression through visual arts, dance and creative movement, music and drama,
-representation of ideas,
-familiarity with the appreciation of a variety of art forms and artists.
-integration of arts to support learning in all content areas
-apply creativity to problem solving, risk taking and critical thinking.

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**Course Requirements**
Attendance

Since we meet once a week it is important that you attend every class. Four (4) points will be added to your total points at the end of the semester if you have perfect attendance. Being absent 1 time will result in 0 points deducted, 2 absences, 2 points deducted, 3 absences, 4 points deducted, 4 absences, 8 points deducted, etc. Exceptions to this policy will only be made in extreme circumstances such as extended illness or death of an immediate family member or an unusual circumstance regarding official university absences. You are responsible for all information presented and work done during all classes whether you are here or not. Any work due must be turned in on or before the assigned due date/time.

Exams

There will be 2 exams. A mid term and a final presentation that will count for your final exam. You will be part of a group that will implement a provocation at BUILDFEST on April 11, 2015 at Parkway school.

Assignments

Students will be required to submit provocations on specific learning areas. More information and directions on how these provocations are to be done will be given later in class.

For some reading assignment, you will respond by following the directions of the instructor. Reflection questions will vary with each assignment. To earn full credit, your response must demonstrate thoughtful reflection and critical application of the material. Most assignments are to be uploaded to ASuLearn. No late assignments will be accepted.

Late Work

Assignments and projects WILL NOT be accepted after the due date.

Classroom Policies and Statements

Please visit http://academicaffairs.appstate.edu/syllabi to read policies concerning Academic Integrity, Disability Services, Attendance, and Student Engagement with Courses.

Cell Phones, Laptops, I pads

Cell phones should be turned off or on silent mode during class. Cell phones are not to be used for texting during class. Inappropriate computer use such as Facebook and Email is not acceptable. You will be asked to put away any technology that is not being used specifically for class purposes.
Classroom Decorum

Everyone is expected to be respectful of other students, other opinions, other cultures, and children at all times. Diversity of all areas will be honored in class and in course assignments.

Inclement Weather

Please refer to the ASU website for class cancellation. If classes are not cancelled, I will be present for class. If I have to cancel class I will notify you by email at least 2 hours before class.

Assignments are expected to be completed even if we miss for inclement weather. I will post updates and any changes that may occur to the class schedule because of missed days in class.

Recommended Readings


