1. **COURSE TITLE\*:**  Early Childhood Practicum
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2240
3. **PREREQUISITE(S)\*:**   **COREQUISITE(S)\*:**  EDUC 2241
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  0

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

**Practicum Hours:** 280

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is designed to provide students with opportunities to plan, implement, and evaluate developmentally appropriate lessons and activities in a licensed preschool setting. Students will work onsite under the direct supervision of a qualified cooperating teacher for 20 hours per week for a total of 280 hours.

1. **LEARNING OUTCOMES\*:**

After completion of this course, students should be able to:

1. Demonstrate a working knowledge of the operation of a licensed early childhood program.
2. Plan, implement, and evaluate daily lessons.
3. Communicate effectively with children and staff.
4. Utilize appropriate behavior guidance techniques.
5. Follow specific curriculum guidelines and center/school policies.
6. Demonstrate an understanding of cultural differences and abilities as they relate to young children.
7. **ADOPTED TEXT(S)\*:**

*Meaningful Curriculum for Young Children;* 2nd Edition

Eva Moravcik & Sherry Nolte

Pearson Publishing (2018)

**OR**

Inclusive Access (Follett)

ISBN: 978-0-13-444424-6

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Lesson Plans |  |  |
| Intro Letters |  |  |
| Projects |  |  |
| Take Over Plan |  |  |
| Classroom Profile |  |  |
| Weekly Journals |  |  |
| Total | 1000 | 100% |

**Assignments**

**Lesson Plans (150 points):** 15 points each for 10 Lesson Plans

* Students will develop the lesson plan in the format given by the instructor. The type of Lesson Plan is listed in the Weekly Schedule. Lesson Plans will be placed on Canvas.

**Introduction Letters (10 points):** 5 points each for 2 Introduction Letters

* Mentor Teacher Letter – Students will write a letter to your Mentor Teacher introducing yourself.
* Parent Letter – Students will write a letter to be given to the parents of the children in your placement introducing yourself.

**Web/Burst (15 points):**

* Students will develop a web/burst for a study on a subject of your choice. See Chapter 7 for details.

**Flannel Board (15 points):**

* Students will develop a flannel board for a book of your choice.

**2-Week Take-Over Plan (30 points):**

* Students will develop a two-week takeover plan using examples from the book. The take-over plan must be approved by the mentor teacher and faculty for the course.

**Weekly Journals (75 points):** 5 points each for 15 Weekly Journals

* Students will complete a weekly journal using the form given to them by faculty.

**Classroom Profile (5 points)**

* Students will describe their placement classroom and the makeup of the children. For example, gender, age, race, personalities, etc.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

**Chapter 1: Curriculum That Engages Young Children**

**Chapter Learning Outcomes:** In this chapters, students will learn to:

* Define curriculum and how early childhood curriculum reflects the ways young children learn.
* Describe the origins of early childhood curriculum.
* Explain what teachers need to know to plan early childhood curriculum.
* Describe the different ways early childhood curriculum can be organized.
* Identify the processes involved in designing curriculum,

**Assignments:**

* Read Chapter 1
* Write a Letter of Introduction to Your Mentor Teacher
* Write a Letter of Introduction to Parents
* Write a Profile of Your Placement Classroom and School/Center
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 2**

**Chapter 2: Planning, Implementing, and Assessing Curriculum**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the purpose and elements of different kinds of plans.
* Describe what teachers need to know before they plan.
* Write activity or lesson plans.
* Write weekly plans.

**Assignments:**

* Read Chapter 2
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 3**

**Chapter 3: Planning Integrated Curriculum**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the purpose and value of integrated curriculum.
* Describe some models of integrated curriculum.
* Identify the steps in designing an integrated study for young children.

**Assignments:**

* Read Chapter 3
* Develop an Interest Chart for all children
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 4**

**Chapter 4: Large Motor Curriculum: Moving and Learning**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of large motor curriculum in programs for young children and in their lives.
* Describe how large motor skill develops in the early years.
* Explain what constitutes large motor curriculum in programs for young children.
* Discuss developmentally appropriate large motor pedagogy.
* Plan for large motor curriculum in an early childhood program.
* Adapt large motor curriculum for diverse learners.

**Assignments:**

* Read Chapter 4
* Lesson Plan #1: Write a detailed Large Motor Lesson Plan
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 5**

**Chapter 5: Fine Motor Curriculum: Manipulating and Coordinating**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of fine motor curriculum in programs for young children and in their lives.
* Describe how fine motor skill develops in the early years.
* Explain fine motor curriculum and developmentally appropriate pedagogy in program for young children.
* Plan for fine motor curriculum in an early childhood program.
* Adapt fine motor curriculum for diverse learners.

**Assignments:**

* Read Chapter 5
* Lesson Plan #2: Write a detailed Fine Motor Lesson Plan
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 6**

**Chapter 6: Sensory Development Curriculum: Sensing and Perceiving**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of sensory exploration experiences for young children.
* Describe how sensory awareness and skill develop in the early years.
* Identify what constitutes sensory curriculum in programs for young children.
* Discuss developmentally appropriate sensory pedagogy.
* Plan for sensory activities in and early childhood program.
* Adapt sensory curriculum for diverse learners.

**Assignments:**

* Read Chapter 6
* Lesson Plan #3: Write a detailed Sensory Lesson Plan
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 7**

**Chapter 7: Language Curriculum: Speaking and Listening**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of language in programs for young children and in their lives.
* Describe how language skills develop in the early years.
* Explain what constitutes language curriculum in programs for young children.
* Discuss developmentally appropriate language curriculum pedagogy.
* Plan for language in an early childhood program.
* Adapt language curriculum for diverse learners.

**Assignments:**

* Read Chapter 7
* Create a web/sunburst on a study for your class
* Submit a Weekly Journal
* Complete Mid-Semester Self-Evaluation
* Obtain Mentor Teacher Evaluation

**Canvas:**

* Post written assignments on Canvas

**Week 8**

**Chapter 8: Literacy Curriculum: Exploring and Using Print**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of literacy in programs for young children and in their lives.
* Describe how literacy skills develop in the early years.
* Explain what constitutes literacy curriculum in programs for young children.
* Discuss developmentally appropriate literacy curriculum pedagogy.
* Plan for literacy in an early childhood program.
* Adapt literacy curriculum for diverse learners.

**Assignments:**

* Read Chapter 8
* Lesson Plan #4: Write a detailed Literacy Lesson Plan
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 9**

**Chapter 9: Literature Curriculum: Delighting in Books and Words**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of literature curriculum in programs for young children and in their lives.
* Describe how understanding and appreciation of literature develops in the early years.
* Explain literature curriculum in programs for young children.
* Describe developmentally appropriate literature pedagogy.
* Plan for literature curriculum in an early childhood program.
* Adapt literature curriculum for diverse learners.

**Assignments:**

* Read Chapter 9
* Make a Flannel Board and read the story to the class using the Flannel Board
* Submit Weekly Journal
* Develop your 2-Wee Takeover Plan
* Discuss your 2-Week Takeover Plans with your Mentor Teacher
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 10 (1st Week of Takeover)**

**Chapter 10: Visual Art Curriculum: Creating with Hand and Eye**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of the visual arts in programs for young children and in their lives.
* Describe how visual art awareness and skill develop in the early years.
* Explain what constitutes quality early childhood visual arts education curriculum for young children.
* Discuss developmentally appropriate visual arts pedagogy.
* Plan for visual arts experiences in an early childhood program.
* Adapt visual arts curriculum for diverse learners.

**Assignments:**

* Read Chapter 10
* Lesson Plan #5: Write a detailed Art Lesson Plan
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 11 (2nd Week of Takeover)**

**Chapter 11: Music Curriculum: Creating with Heart and Voice**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of music in programs for young children and in their lives.
* Describe how music awareness and skill develop in the early years.
* Explain what constitutes music curriculum in programs for young children.
* Discuss developmentally appropriate music pedagogy.
* Plan for music in an early childhood program.
* Adapt music curriculum for diverse learners.

**Assignments:**

* Read Chapter 11
* Lesson Plan #6: Write a detailed Music Lesson Plan
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 12**

**Chapter 12: Creative Movement Curriculum: Creating with Body and Mind**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of creative movement in programs for young children and in their lives.
* Describe how creative movement awareness and skill develop in the early years.
* Explain what constitutes creative movement curriculum in programs for young children.
* Discuss developmentally appropriate creative movement pedagogy.
* Plan for creative movement in an early childhood program.
* Adapt creative movement curriculum for diverse learners.

**Assignments:**

* Read Chapter 12
* Lesson Plan #7: Write a detailed Creative Movement Plan
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 13**

**Chapter 13: Math Curriculum: Discovering Patterns and Solving Problems**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of math in programs for young children and in their lives.
* Describe how math awareness, knowledge, and skill develop in the early years.
* Explain what constitutes an appropriate math curriculum in programs for young children.
* Discuss developmentally appropriate math pedagogy.
* Plan for math in an early childhood program.
* Adapt math curriculum for diverse learners.

**Assignments:**

* Read Chapter 13
* Lesson Plan #8: Write a detailed Math Activity Lesson Plan
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 14**

**Chapter 14: Science Curriculum: Discovering the Natural World**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of science curriculum in programs for young children and in their lives.
* Describe how understanding of science develops in the early years.
* Explain science curriculum in programs for young children.
* Discuss developmentally appropriate science pedagogy.
* Plan for science curriculum in an early childhood program.
* Adapt science curriculum for diverse learners.

**Assignments:**

* Read Chapter 14
* Lesson Plan #9: Write a detailed Science Lesson Plan
* Submit Weekly Journal

**Canvas:**

* Post written assignments on Canvas

**Week 15**

**Social Studies Curriculum: Discovering the Social World**

**Chapter Learning Outcomes:** In this chapter, students will learn to:

* Explain the value of social studies curriculum in programs for young children and in their lives.
* Describe how understanding of social studies develops in the early years.
* Explain social studies curriculum in programs for young children.
* Plan for social studies curriculum in an early childhood program.
* Adapt social studies curriculum for diverse learners.

**Assignments:**

* Read Chapter 15
* Lesson Plan #10: Write a detailed Socials Studies Lesson Plan
* Submit Weekly Journal
* Complete Final Self-Evaluation
* Obtain Final Evaluation from Mentor Teacher

**Canvas:**

* Post written assignments on Canvas

**Week 16**

**Finish all paperwork**

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

* Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

1. **FERPA: \***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

1. **ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

1. **OTHER INFORMATION\*\*\*:**

**NAEYC Standards for Early Childhood Professional Preparation addressed in this course:**

1: Promoting Child Development and Learning

2: Building Family and Community Relationship

3: Observing, Documenting, and Assessing to Support Young Children and Families

4: Using Developmentally Effective Approaches to Connect with Children and Families

5: Using Content Knowledge to Build Meaningful Curriculum

6: Becoming a Professional

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

differences

* Understanding how biases may influence the relationship an educator may have with

children, families, and colleagues

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee.  
**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.