LEARNING AND CREATIVITY IN EARLY CHILDHOOD — ECYD 1250

A. Course Description
   - Credits: 3.00
   - Lecture Hours/Week: 2.00
   - Lab Hours/Week: 1.00
   - OJT Hours/Week: 0
   - Prerequisites: None
   - Corequisites: None
   - MnTC Goals: None

   Presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Examines the role of the teacher in providing learning experiences to meet each child's needs, capabilities, and interests, and ways to implement the principles of developmentally appropriate practices. Will provide an overview of content areas including (but not limited to): Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. Note: This course requires a clear Minnesota Criminal Background Study.

B. Course Effective Dates: 8/9/19 – Present

C. Outline of Major Content Areas
   As noted on course syllabus

D. Learning Outcomes
   1. Accept cultural differences that may affect children's ways of expressing themselves creatively
   2. Acknowledge and support children's need to move and be active
   3. Actively participates in children's activities
   4. Actively participates in sand and water play with children
   5. Affirm children's worth and growing identity as individuals
   6. Arrange effective and appropriate learning centers
   7. Ask children questions about stories read and told together
   8. Ask children relevant open-ended questions
   9. Avoid talking about children to other staff as though children are not present or can't hear
   10. Begin to assist in planning learning activities and lessons
   11. Demonstrate realistic expectations for children's understanding and use of speech
12. Describe, discuss and accept the process as well as the product of children's activities with creativity and the arts
13. Discuss family and community member roles, jobs, and rules
14. Discuss objects and events that have been observed indoors and outdoors
15. Discuss program roles, jobs, and rules
16. Discuss the sequence of daily and special family or community events
17. Encourage and support children's use of unstructured materials such as water, clay, paints and blocks
18. Encourage and support children's verbal and nonverbal communication with others
19. Encourage children to ask questions and actively listens to their responses
20. Encourage children to ask questions and find answers through active exploration of materials in the environment
21. Encourage children to describe and appreciate their own characteristics and those of others
22. Encourage children to explore, group, and order objects and materials in the environment
23. Encourage children to express their creative abilities through language, music, dramatic play, and art
24. Encourage children to predict what will happen next in a story
25. Encourage children's learning through play
26. Encourage individual creative expression
27. Encourage play and act as adult facilitator or partner in play
28. Engage children actively, not passively, in the learning process
29. Engage in everyday conversation with infants, toddlers, and young children
30. Follow a daily routine
31. Give children choices
32. Give children opportunities to make meaningful choices
33. Handle children gently and go as slowly as circumstances permit during diapering, dressing, feeding, or putting children down for sleep
34. Help children feel valued as members of the group
35. Help children learn to communicate and get along with others
36. Help children through periods of stress, separation, and transition
37. Interact appropriately with children during physical activities
38. Introduce sensory experiences to children (explorations of texture, color, sound, size, shape, smell, taste, weight, etc.)
39. Listen and respond to children's verbal and non-verbal attempts to communicate
40. Maintain and monitor daily routine
41. Model and encourage feelings of empathy and mutual respect among children and adults
42. Model appropriate handling and selection of books
43. Model curiosity and information seeking
44. Model recognize, name, and express feelings
45. Participate in providing an interesting and safe environment that encourages play, exploration, and learning
46. Play word and rhyming games
47. Point out the names of things, signs, labels, etc. in learning environments
48. Provide clear verbal and pictorial instructions that help children move from simple directions to a more
complex sequence of directions

49. Provide opportunities for children to use a variety of media for creative activities
50. Provide opportunities for conversation using everyday words to indicate space, location, shape, and size of objects
51. Provide opportunities to develop an understanding of space
52. Recognize that periods of stress, separation, and transition may affect children's personal and social development
53. Respond to children's communication in home language
54. Select materials appropriate to the developmental levels of individual children
55. Share books with children, re-reads favorite stories, and models reading behaviors
56. Share children's excitement in discoveries, exploration, and manipulation of items in the environment
57. Share children's general progress and achievements with families
58. Show respectful and matter-of-fact attitude when diapering, undressing, feeding, and nurturing
59. Show support for and acceptance of individual children and their families
60. Spend time with children in "floor time" activities
61. Support and encourage children's participation in a variety of activities
62. Take walks in the neighborhood or community to observe natural objects and events
63. Talk about jobs people do in the family and community
64. Talk with children and stimulate conversation among children
65. Tell infants, toddlers, and young children what will happen next
66. Treat children as individuals with their own strengths and needs
67. Use a variety of equipment, activities, and opportunities to promote the physical development of children
68. Use conversations to enrich and expand vocabulary
69. Value the process of creating as more important than the end product
70. Work to ensure continuity of care, especially for infants and toddlers

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

F. Learner Outcomes Assessment

   As noted on course syllabus

G. Special Information

   None noted