

SALISH KOOTENAI COLLEGE
FOSTERING PHYSICAL DEVELOPMENT IN YOUNG CHILDREN
ECED 375
Fall 2013

1. COURSE INFORMATION

- A. Number: ECED 375
- B. Credits: 2
- C. Prerequisite: ECED 113
- D. Corequisite: None
- E. This Course is Offered Fall Quarter
- F. Location: Education Building Room 114 and Camas Room

2. PERSONAL INFORMATION

- A. Instructor: Amy Burland
- B. Office: Education Building, Room 131
- C. Office Hours: Monday & Wednesday: 1:00-3:00
- D. Telephone: 406-275-4761
- E. Email: amy_burland@skc.edu

3. REQUIRED MATERIALS

Instructor Handouts

Montana's Early Learning Guidelines, Early Childhood Project,
<http://www.montana.edu/ecp/pubs.html>

The Well Balanced Child by Sally Goddard Blythe
Learn to Move, Move to Learn by Jenny Clark Brack
Learn to Move, Moving Up! by Jenny Clark Brack

4. COURSE DESCRIPTION

Fostering Physical Development in Young Children reviews stages of gross and fine motor development as well as ranges of individual variation and atypical development within each domain. Students design, implement and evaluate developmentally and individually appropriate activities that foster physical development in children age zero to eight. Curricular activities are linked to national standards and state guidelines.

Prereq: ECED 113

Coreq: None

4a. COURSE RATIONALE:

Curriculum and instruction cover a wide range of areas including general instruction and specific subjects. Early educators must be competent in all areas of curriculum and instruction including physical education. It is essential that early childhood professional educators understand not only what to teach, but when to teach it. Early educators must have a strong understanding of gross and fine motor development in order to support physical development in young children.

4b. NAEYC STANDARDS SUPPORTED IN THIS COURSE

Standard	Critical Assignments: These assignments are completed at a satisfactory level by all students enrolled in ED 375.
Standard 1. Promoting child development and learning: <i>Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.</i>	Teach learning plans for each age group (infants, waddlers, toddlers, and preschoolers)
Standard 3. Observing, documenting, and assessing to support young children and families: <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</i>	Complete a physical development checklist on a child in each age group (infant, waddler, toddler, preschool)
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families: <i>Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families.</i>	Design, implement and evaluate four learning plans that support physical development based on the elements, national standards, and state guidelines.
Standard 6. Becoming a professional: <i>Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</i>	Learning plans and developmental checklists.

5. COURSE OBJECTIVES: Objectives are grouped according to the NAEYC standard addressed.

As a result of having taken this course candidates will be able to:

- 1) Describe gross and fine motor development in children age 0 to eight, including ranges of individual variation within each domain. S - 1
- 2) Describe atypical physical development of young children. S - 1
- 3) Assess physical development in a young child. S - 3
- 4) Design, implement and evaluate learning activities that foster physical development in young children. S - 4
- 5) Adapt learning activities to meet the individual needs of young children including cultural, linguistic, health and developmental differences. S – 4
- 6) Explore standards and guidelines for physical education. (S-4, S-6)
- 7) Evaluate own knowledge and practice regarding physical education. (S-6)

5a. CULTURAL RELEVANCY

Physical development will be studied with respect to diversity. A socio-cultural perspective will be used to discuss the many contexts that influence physical development. Candidates will plan instruction with respect to diverse cultures, languages, health needs and developmental needs.

Candidate Objectives:

1. Students will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building and teaching strategies. Specific Native American games and the tribes' they are associated with will be played and gather the materials to take to early childhood centers.
2. Determine techniques to include all children in physical activities.

5b. CRITICAL THINKING

This course will engage candidates in critical thinking by having them apply and critique information. As well, candidates will foster critical thinking in children.

Candidate Objectives:

1. Create modifications of learning activities to individualize for children's needs and learning styles.
2. Evaluate the effectiveness of implemented learning activities along with instruction.
3. Participate in group activities and discussions that utilize critical thinking skills such as problem solving skills and self-evaluation techniques.
4. Demonstrate the ability to foster creative thinking and problem solving.

5c. COMMUNICATION

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion as well as when engaging children in physical

education activities. Candidates will demonstrate satisfactory writing skills through completion of course projects.

Candidate Objectives:

1. Demonstrate effective oral communication skills when participating in class assignments.
2. Design and implement activities that support physical development based on the national standards and state guidelines. Learning activities will demonstrate satisfactory writing skills.

6. COURSE REQUIREMENTS:

- **Participation:** 100 points – 10 per session. This is a very hands-on class where objectives cannot be met unless everyone participates. Please come on time and be prepared with assignments.
- **Four (4) Learning Plans:** 100 points. Students will be responsible to prepare 4 lesson plans in all; one plan for each developmental level: birth to 1 (infants); 1 to 2 (waddlers); 2 to 4 (toddlers); 5 to 8. These lesson plans will be artifacts in the TEP II portfolio.
- **Four (4) Development Assessment Observations:** 100 points. Use the Hawaii Developmental Chart of developmental milestones to observe children at the ages of birth to 3 years-old and another assessment for ages 4 to 8 then write a summary to apply the course materials used in each developmental level. One observation and summary will be an artifact in the TEP II portfolio.
- **Co-Teach 4 lessons:** 25 points each - One lesson for each level of development.

7. CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this course, this course delivered over a 10-week term, will approximate 2 hours/week classroom or direct faculty instruction. In addition, out-of-class student work will approximate a minimum of 4 hours.

8. GRADING SYSTEM (400 points) A=90-100% (360-400 pts); B=80-89% (320-359 pts); C=70-79% (280-319); D=60-69% (240-279 pts.); F=59% and below (239 and less pts)

An incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

4 Learning Plans (Infants, Waddlers, Toddlers, Preschool) 25 pts each = 100 total pts.

4 Physical Development Assessments (birth to 24 months, 24-36 months, age 3-5, and age 5 to 8). 25 pts each = 100 total pts.

Teach 4 lessons 25 pts each = 100 total pts.

Attend each class - 10 pts each class = 100 total pts.

Course total = 400 pts.

9. ATTENDANCE:

As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussion, group work, presentations, critique classmate presentations, and other class activities. A variety of class activities, discussions and presentations will be conducted throughout the course. These cannot be made up, therefore your absence forfeits the opportunity to learn from the activities and earn participation points for the meeting. **Students who miss 3 classes will be asked to withdraw. Two late or early departures from class will equal one absence. There are no excused versus unexcused absences - both result in missing experiences that cannot be recreated or made up.**

Again, students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor(s) at the beginning of class. Communication with the instructors is very important; if students know that they will have to miss a class, they must contact one of the instructors ahead of time. As stated above, there is no way to make up what is covered in class whether absence is considered “excused” or “unexcused”. **If an absence is needed, contact the instructor ahead of time and arrange for someone in the class to pick up handouts and other materials and information presented. Don't expect the instructor to make accommodations for your absence.**

****If a complication arises and arrangements are made ahead of time, the instructor will exercise her right to make an exception based on responsibility and respect shown by individual students through punctuality, participation, and effort shown in class.***

1) **Preparation for Class:**

Teaching Lessons: Individuals who are not prepared on the scheduled day for a lesson that they are teaching (not presenting – TEACHING) will receive 50% of the earned grade. Preparedness for lessons includes having all materials prepared before class begins and being ready to teach on scheduled day.

Rewriting Assignments: In cases where assignments are judged to be poor quality, students may request consideration for a rewrite of the assignment. This request must be made by the end of the first week of seeing the grade. Revisions must be submitted no later than the second class meeting from the time the assignment was handed back. Revisions will not be accepted after that date.

**No extra credit or alternate assignments are available because of late assignments and loss of participation points due to absences.*

**Again, if a complication arises and arrangements are made ahead of time, instructors will exercise their right to make an exception based on responsibility and respect shown by individual students through punctuality, participation and effort shown in class.*

10. OTHER:

- 1) **Reasonable Accommodations** are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of

1973 and the Americans with Disabilities Act. Student may contact the College's Disability Officer, Stanley Fleming (stanley_fleming@skc.edu, 406-275-4968) or consult the SKC web page for Students with Disabilities for more information.

2) Cell Phones:

- a. Students must keep cell phones in the **off** position during class. Any student who chooses to either make a call, text someone, or take a call during class will be asked to leave for the remainder of the class period. (This does not include calls made during class breaks.)

Taken from the SKC student handbook page 31 Section VI Good Things To Know:

CELL PHONES: SKC recognizes that many students, faculty, and staff are using cellular phones. Students, faculty, and staff have expressed concerns about the use of these phones due to the disturbances and distractions caused by ringing phones as well as by the individual answering and leaving the room while a class is in session. Therefore, it is the policy of SKC that all cellular phones are turned off during class. Continued disruption could result in suspension.

3) Children on Campus:

Taken from the SKC student handbook page 31 Section VI Good Things To Know:

CHILDREN ON CAMPUS: Children must be supervised at all times while on campus. **Children are not allowed in classrooms while class is in session.** Please do not leave them unattended in the lounge or hallways.

11. COURSE OUTLINE

- Week 1: October 3 – Introduction and Course Overview
Well Balanced Child/Sensory Motor Development
Lecture**
- Week 2: October 10 – Well Balanced Child/Sensory Motor Development
Infant lesson demonstration by instructor**
- Week 3: October 17 – Well Balanced Child/Sensory Motor Development
Students teach infant lesson to peers.
*Infant learning plan and assessment due**
- Week 4: October 24 – Students teach infant/caregiver class.
*Waddler Lesson and assessment due**
- Week 5: October 31 – Well Balanced Child/Sensory Motor Development
Waddlers lesson demonstration by instructor**
- Week 6: November 7 – Students teach waddlers/caregiver class.
Plan Toddler learning plan.**
- Week 7: November 14 – Move to Learn, Learn to Move
Toddler lesson demonstration by instructor.
*Toddler learning plan and assessment due.**
- Week 8: November 21 – Move to Learn, Learn to Move.
Students teach toddler/caregiver class.**
- Week 9: November 28: Happy Thanksgiving!**
- Week 10: December 5 - Move to Learn, Learn to Move
Ages 5 to 8 learning plan demonstration by instructor.
*Preschool learning plan and 5 to 8 assessment due.**
- Week 11: December 12 - Teach course for Ages 5-8 (Final Class)**