

SALISH KOOTENAI COLLEGE
FOSTERING PHYSICAL DEVELOPMENT IN YOUNG CHILDREN
ECED 375



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: JMHC Camas Room

2. PERSONAL INFORMATION

- A. Instructor: Amy Burland
- B. Office: Education Building, Room 131
- C. Office Hours: Monday & Thursday: 1:00-4:00
- 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 (handouts)

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. InTASC and PEPP Standards and Assessments

InTASC Principles and PEPP Standards	Assessments
<p>PEPPS 10.58.531 <i>q(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for students</i></p>	<p>Candidates will demonstrate competency of this standard through 4 learning plans that support physical development.</p>
<p>InTASC Principle 1: <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i></p> <p><i>Educ. Division Conceptual Framework Guiding Principle: A</i></p>	<p>Candidates will demonstrate competency of this standard through 4 assessments of infants through age 8 that support physical development.</p>

5. COURSE OBJECTIVES:

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.
- 2) Describe atypical physical development of young children.
- 3) Assess physical development in a young child.
- 4) Design, implement and evaluate learning activities that foster physical development in young children.
- 5) Adapt learning activities to meet the individual needs of young children including cultural, linguistic, health and developmental differences.
- 6) Explore standards and guidelines for physical education.
- 7) Evaluate own knowledge and practice regarding physical education.

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 – 11 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.
- Reading Response/Sensory Motor Snippet Assignments: 80 points (20 points each).
- Four (4) Learning Plans: 100 points. Students will be responsible to prepare 4 learning plans in all; one plan for each developmental level: birth to 1 (infants); 1 to 2 (waddlers); 2 to 4 (toddlers); 5 to 8 (primary grade). These lesson plans will be artifacts in the TEP II portfolio. Learning plans will be co-created with peers.
- Four (4) Development Assessment Observations: 15 (15 points each Assessment). Use the Hawaii Developmental Chart of developmental milestones to observe a child between the ages of birth to 4 years of age and include a summary based on attached rubric. This observation and summary will be an artifact in the TEP II portfolio.
- Co-Teach 4 lessons: 100 points (25 points each) – a lesson for 4 different levels of development. (Levels include: infants, waddlers, toddlers, and preschoolers or primary grade students)

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 (390 points) A=90-100% (351-400 pts); B=80-89% (312-350 pts); C=70-79% (280-311); 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.

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 2 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 contact you and 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: Preparedness for lessons includes having rehearsed assigned lesson segments - being ready to lead planned segments. The lessons are taught in cooperation with other students; therefore, it is imperative to be present and prepared. When a student needs to be absent, if possible, inform the instructor at the time of planning or a minimum of 24 hours before class time.

Rewriting Assignments: In cases where assignments are judged to be poor quality, students may request consideration for a rewrite of the assignment. This request should be made by the end of the first week of seeing the grade and submit the revision at the next class period.

**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) Cell Phones:

Students must keep cell phones in the off position during class. Any student who chooses to either make a call 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: VI Good Things To Know:

Cell Phones: Cell phones will not be permitted in classrooms. Please turn off phone upon entering classroom. This is showing respect for your instructor and other students. Failure to do so may result in class suspension.

2) Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work, allow other students to do their own work.

Plagiarism involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism by always acknowledging the ideas of others through citing your sources of the information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

3) Reasonable Accommodations

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. Students may contact the College's Disability Officer, Linda Pete, in the Bookstore Building Room 111. Her email is linda_pete@skc.edu and phone number is 275-4968.

4) SKC Retention

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you "disappear" from class or if he/she is concerned about your attendance and performance). Any student who does not come to class the first week is automatically referred according to SKC retention policies in place. *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4928, Email: retention@skc.edu)

5) 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.

SALISH KOOTENAI COLLEGE
ECED 375: FOSTERING PHYSICAL DEVELOPMENT IN YOUNG CHILDREN
COURSE OUTLINE

Week 1 (September 29): Introductions and Course Overview

Well Balanced Child/Sensory Motor Development
Infant Reflexes and Baby Message
Introduce Nurturing Pathways Program, Training, and Organization

Assignment:

1. Read The Well Balanced Child pages 1-64 and 179-205).
2. Make a list of a minimum of 10 Infant Sensory Motor Snippets to share in class and upload on Moodle (if you have already emailed them – you are done.)



Week 2 (October 6): Infant lesson demonstration.

Share Infant Sensory Motor Snippets
Form Groups and plan lessons.

Assignment:

1. Read The Well Balanced Child pages 66-178
2. Make a list of a minimum of 10 Waddler Sensory Motor Snippets to share in class. Bring a printed version to class and upload on Moodle (if you have already emailed them – you are done.)



Week 3 (October 13): Waddler lesson demonstration in class

Work Session: Infant/Waddler/Toddler lessons planning and practicing.

Assignment:

1. Make a list of a minimum of 10 Toddler (ages 2-3) Sensory Motor Snippets to share in class. Bring a printed version to class and upload on Moodle



Week 4 (October 20): Cyndi Elliot Presentation 5:30 to 8:30 on SKC Campus Bookstore classroom).

Assignment: Reflection submitted after training.



Week 5 (October 27): Work Session, meet at Stevenson Building Computer Lab (Education Building) Each small group will work on finalizing their lesson plan (Infant, Waddler, and Toddler)

Assignment:

1. Submit finalized small group lessons (Infant, Waddler, Toddler)
2. Infant Lesson Small Group - prepare to teach lesson on November 3rd. Everyone else, be prepared to participate as a caregiver.

3. Submit at least (2) Hawaiian Developmental Assessments with summaries for an Infant, Waddler, or Toddler.

Each summary should include the following:

Paragraph 1: Write the background of the childhood and information pertinent to doing the assessment i.e. age, gender, family dynamics, daycare or stay-at-home routine for the child.

Assessment background including time of day and location for the assessment. *No names of the child - you may use an alias.

Paragraphs 2: Summarize Assessed Social Development

Paragraph 3: Summarize Assessed Cognitive Development

Paragraph 4: Summarize Assessed Language Development.

Paragraph 5 conclusion: As a caregiver - how does this assessment help you plan lessons to benefit of the child as he/she progresses to the next milestones. What activities will you implement based on this one-time assessment?



Week 6 (November 3): Students teach infant/caregiver class 3:00-4:00.

Debrief after lesson and plan for next week.

Turn in the 2 Developmental Assessments due. The next 2 are due on December 2, 2015.

Assignment:

1. Make a list of a minimum of 10 Preschool (ages 3-5) Sensory Motor Snippets to share in class. Bring a printed version to class and upload on Moodle



Week 7 (November 10): Students teach Waddler/caregiver lesson. Debrief after lesson and plan for next week.

Turn in Preschool Sensory Motor Snippets.

Assignment:

1. Make a list of a minimum of 10 Primary Grade (ages 5-8) Sensory Motor Snippets to share in class. Bring a printed version to class and upload on Moodle



Week 8 (November 17): Students teach Toddler/caregiver class. Debrief after class and plan for next week.

Turn in Primary Grade Snippets

Assignment:

1. Submit the last 2 Developmental Assessments of ages that you did not assess earlier include summaries.

Each summary should include the following:

Paragraph 1: Write the background of the childhood and information pertinent to doing the assessment i.e. age, gender, family dynamics, daycare or stay-at-home routine for the child.

Assessment background including time of day and location for the assessment. *No names of the child - you may use an alias.

Paragraphs 2: Summarize Assessed Social Development

Paragraph 3: Summarize Assessed Cognitive Development

Paragraph 4: Summarize Assessed Language Development.

Paragraph 5 conclusion: As a caregiver - how does this assessment help you plan lessons to benefit of the child as he/she progresses to the next milestones. What activities will you implement based on this one-time assessment?



Week 9 (November 24): Work Session – meet at Stevenson Building Room 120 (Education Building)

Develop Pre-school and Primary Lesson Plans



Week 10 (December 1): Teach Pre-School/Primary grade class.



Week 11: (December 8): Course wrap-up.



ECED 375 Fostering Physical Development in Young Children

Student: _____ Date: _____ Instructor: _____

Candidates will demonstrate competency of this standard through 4 learning plans that support physical development.

Standards:	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
<p>PEPPS 10.58.531 <i>q(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for students.</i></p> <p>InTASC Principle 1: <i>Learner Development</i></p> <p><i>Educ. Division Conceptual Framework Guiding Principle: A</i></p>	<p>Candidate shows little or no evidence of linking learning activities to child's sensory motor development. Candidate shows no evidence of including the family in the activity (e.g., through sharing plans or asking for participation).</p>	<p>Candidate provides examples of linking learning activities to child sensory motor development that involves a minimum of 3 senses and either the vestibular or proprioceptive system. Candidate links families or culture in the activity.</p>	<p>Candidate provides rich examples of linking learning activities to child sensory motor development that involves children's 5 senses and vestibular and proprioceptive systems. In addition, candidate links families and their culture have been included in the activity.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: _____

Comments

Score: _____

Comments