

Mayville State University

EC 333 PreK Methods and Materials (35160)

Spring 2025

3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Ann Willeson

Contact Information: Educ 116L ann.sorteberg@mayvillestate.edu 701-788-4796

Hours of Availability: I am happy to meet with you by Appointment, Phone, or Zoom

Instruction Mode: Online Asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

Course Materials and Technologies

Required

Bresson, L. M., & King, M. (2022). *Preschoolers at play: Choosing the right stuff for learning & development*. Washington, DC: NAEYC.

Student Liability Insurance (utilized in EC 376 Field Experience)

Pictures of Materials/Learning Centers in JPEG Format

Blackboard Ultra

Materials: Students will need to purchase supplies such as tag board, markers, material, and various craft materials, etc. to create materials/games for preschool children.

Course Description

This course emphasizes developmentally appropriate curricula based on the needs and interests of individual pre-kindergarten children. Teacher candidates will design and assess developmentally appropriate teacher made materials. Because play is critical to a child's development, teacher candidates will plan and implement lessons and demonstrate effective teaching techniques in curriculum areas including science, math, art, music and movement, literacy, and social studies.

Pre-/Co-requisites: Corequisite: EC 376

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Course Objectives

1. Students will plan, create, and implement curriculum for preschool children that is Developmentally Appropriate (InTASC 1,4,5,7,8, NDECS 2,3, NAEYC 1,4,5, CECEC 1, 5,6, SLO 2).
2. Students will create developmentally appropriate teacher made materials for preschool children based on interests and needs (InTASC 1,4,7, NDECS 2 NAEYC 1,5, CECEC 1,5, SLO 2).
3. Students will create developmentally appropriate lesson plans/activities for preschool children (InTASC 1,4,7,8, NDECS 2, NAEYC 1,4,5, CECEC 1,5, SLO 2)
4. Students will plan and create learning center/play activities for preschool children based on interests and needs (InTASC 1,4,7,8, NDECS 2, NAEYC 1,4,5, CECEC 1,5, SLO 2).

Mayville State University

5. Students will plan and create developmentally appropriate social studies, math/science, literacy, music, and art activities in a curriculum unit (InTASC 1,4,7,8, NDECS 2 NAEYC 1,4,5, CECEC 1,5, SLO 2)
6. Students will complete written assignments to demonstrate their growth in learning of developmentally appropriate curriculum for preschool children (InTASC 1,4, NDECS 2 NAEYC 1,5, CECEC 1,5, SLO 2)

InTasc Principles:

Standard 1: Learner Development. 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.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ND ESPB Early Childhood Education Program Approval Standards:

50037.1 Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

50037.4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

50037.5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

NAEYC Standards:

1 Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their

Mayville State University

practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

CEC EC Standards

Standard 1: Child Development and Early Learning: Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience: Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction: Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- Introduced Reinforced SLO 2 Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- Mastered SLO 3 Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

Instructional Strategies

Written Reflection	Academic Writing
Inquiry & Research	Graphic Organizers
Discussion Forums	Critical Thinking

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- Email communication allow at least 24 business hours for a response.
- Email will be checked daily M-F 8 am-5 pm. Emails received during weekends will be responded to by Monday.
- Ensure that you are responding professionally. Refrain from using texting language
- I encourage you to contact me to discuss any questions, concerns, or suggestions. Student input is important to make this course a worthwhile experience
- Dues Dates are posted on the Assignments and Due Dates Documents.
- Writing Expectations: Being able to express one's thoughts in a clear and well-thought-out manner is held in high regard in this course. Early Childhood Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

Mayville State University

Assignments and Assessments

To enhance your learning experience in this course the following is expected:

- Always ask questions- I am here to provide support, so you are successful in this course.
- Complete all assigned reading.
- Participate in discussion forums in a professional manner.
- Submit all your assignments by due dates, there are drop boxes for each assignment.
- Give yourself an appropriate amount of time to complete assignments.
- Make sure you read all assignment directions thoroughly.

Evaluation and Grading

The goal of evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence in PreK methods and materials.

Grading Policies

- Late work is determined by the date in the Dropbox. Late assignments will receive partial credit.
- Please do not email your work, post your work in the dropbox in Blackboard. If you have difficulty submitting assignments, please make me aware of this issue through email or phone.
- Please plan, do not wait until the last minute to post assignments. Each assignment is given sufficient time for completion, it is up to you to take advantage of this allotted time.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to be sure that assignments have been submitted. You can expect to see your grade for each assignment within 10 days of the due date.

Grading Scale

94-100(315-295) =A 93-87(294-273) =B 86-80(272-251) =C 79-72(250-226) =D 71-0(225-0) =F

Breakdown of Grades

Written Assignments 45pts Discussions 15pts DAP Poster 15pts Lesson Plans 60pts Activities 65pts
Learning Centers 30pts Social Studies Unit 65pts Teacher Made Materials 30pts

Enrollment Verification

Enrollment Verification: Introductions Activity Due Week 1

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Mayville State University

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

The 8-week course is laid out in detail on Blackboard. The assignments and due dates are posted in each weekly folder on Bb. Course Schedule is posted in Bb. "Course Timeline and Schedule are subject to change as deemed necessary by the instructor."

References / Bibliography

Ashbrook, P. (n.d.). *Toys as Tools: Everyday Science Experiences*. NAEYC.

Aussie Childcare Network. (2021). *Incorporating Natural Materials in the Learning Environment*.

<https://aussiechildcarenetwork.com.au/articles/childcare-articles/incorporating-natural-materials-in-the-learning-environment>

Bohart, H., Charner, K., and Koralek, D. (editors). (2015). *Spotlight on Young Children: Exploring Play*, NAEYC.

Bright Wheel Blog. (March 17, 2023) *A Complete Guide to Social Skills Development for Preschoolers*.

Fernando-Smith, L. (2023). *What Will We Make? Using Process Art to Spark Preschoolers' Development*. NAEYC.

Ho, J. & Funk, S. (2018). *Promoting young children's social and emotional health*. NAEYC

Kostelnick, M., A. Soderman, A. Whiren, and Ruppier, M. L. (2015). *Developmentally Appropriate Curriculum*. Pearson.

National Air and Space Museum. (n.d.). *Young children and science*.

<https://scienceinprek.si.edu/content/young-children-and-science>

Mayville State University

PennState Extension (2023). *Art An Opportunity to Develop Children's Skills*. Office of Child Development and

Early Learning.

Slatterlee, D., Cormons, G., & Cormons, M. (n.d.). *10 Ideas to Get You and Your Child Exploring Outdoors*. NAEYC.

The Center on the Social and Emotional Foundations for Early Learning, (n.d.). *Teaching your child to: Identify and express emotions*. vanderbilt.edu/csefel.

Turner, R. (2024). 8 Science Skills to Teach Kids.

<https://www.twinscience.com/en/parent-advice/8-science-skills-to-teach-kids/>