

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_
2. Date submitted: \_\_\_\_\_
3. Date approved: 12/8/15 Date revised 3/24/25
4. Department/discipline: Early Childhood Development
5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Learning Environments and Curriculum  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_
7. Course Designator: CDEV 8. Course Level: 1340
9. Number of Credits: Lecture 4 Lab \_\_\_\_\_
10. Control Number (on site) 25 Control Number (online) 25

11. Catalog/Course description:

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Students will examine 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. An overview of content areas including (but not limited to): physical/motor experiences, language and literacy, social and emotional learning, sensory learning, art and creativity, math and science will be covered.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor's choice.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Theories of development
2. Developmentally Appropriate Practice (DAP)
3. Observation
4. Environments
5. Curriculum

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Explain the relationship between developmental theories and their basis as the foundation of worldwide developmentally appropriate practices in designing early learning environments and curriculum.	B	4
Describe the meaning of developmentally appropriate practices as it relates to designing early learning environments and curriculum.	B	1
Refine skills in observing children, early learning environments and curriculum.	A	
Design, implement and evaluate appropriate environments and curriculum.	C	6

#### **WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes \_\_\_\_\_ No

#### **Minnesota Professional Educators Standards and Licensing Board- MN PELSB**

##### **SEP: 8710.2000 Standards of Effective Practice for Teachers (2023)**

**2B. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self direction and ownership of learning**

**4I. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning**

**5B. The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction**

#### **8710.3100 TEACHERS OF EARLY CHILDHOOD EDUCATION**

A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for developing an appropriate learning environment that: use scheduling and daily routines to meet infants' and toddlers' needs for balance in predictable active and quiet activities, social and solitary experiences, reliable transitions, and rest. use educational materials for infants and toddlers that balance needs for growing independence and active exploration with the need for safety and health (TECE 3.B3.5.b, 3.B.5.c) strategies for assessing an infant's or toddler's emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that: structure the classroom to promote positive, constructive interactions between and among children (TECE

**3.B.7.b)strategies for assessing an infant's or toddler's emerging level of cre development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that: create an environment where infants and toddlers are able to explore and expand their creative abilities. (TECE 3.B.9.c)**

**A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for assessing a preprimary-aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that: create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information (TECE 3.C.5.b)strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that: provide children with opportunities to use materials in self-selected and self-directed ways; use open-ended activities to reinforce positive self-esteem and individuality among children (TECE 3.C.8.d, 3.C.8.e)**

**A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others (TECE 3.D.3- Must address school age)**

**A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for assessing a preprimary-aged child's emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that: encourage the development of language and communication skills encourage the use and construction of literacy skills (TECE 3.C.5.g, 3.C.5.h)strategies for assessing a preprimary-aged child's emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that: encourage children to express ideas and feelings (TECE 3.C.8.c)**

**A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: the central concepts and tools of inquiry for teaching language and literacy, including how to: use teaching practices that support and enhance literacy development at all developmental levels (TECE 3.D.4.a)**

**A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including: concepts about print, including: knowledge about how letters, words, and sentences are represented in written English; the importance of teaching uppercase and lowercase letter recognition and formation; and the instructional progression of the alphabetic principle (TECE 3.E.3.a, 3.E.3.b, 3.E.3.c)**

**A teacher of young children in the primary grades must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including: appropriate, motivating instruction,**

**both explicit and implicit, in: oral language development (TECE3.F.1.a)selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including: multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters (TECE3.F.2.a)**

**A teacher of young children in the primary grades must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including: the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home. (TECE 3.H.7)**

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