

Sample Scope and Sequence for Expired OED005

| % of total course time | Topic | Strategies | Learning Outcome | Assessment |
|-------------------------------|--|--|---|--|
| 20% | Sequences, Stages, and Milestones | Lecture, discussions , course readings, milestone charts examined, individual case study | 1.a Describe sequences, stages, and milestones of children’s growth and development , social, emotional, and cognitive domains | Exam: Working vocabulary of sequences, stages, milestones, domains, and typical/atypical developmental characteristics |
| 10% | Typical and Atypical Developmental Characteristics | (Same) | 1.b Recognize variations of typical and atypical developmental characteristics of young children from prenatal periods through the age of eight | (see above) |
| 5% | Theories of Development | Lecture, timelines, group discussions, and comparison and contrast activities | 2.a Express preliminary understanding of historical and contemporary theories and research to include psychoanalytic, behaviorist, Piagetian, Vygotskyian, and information processing models on the characteristics and needs of children birth to eight to include aspects of physical, cognitive, social, emotional, language ,and aesthetic domains, play, activity, learning process, and motivation to learn | Essay Exam: Student will list and discuss the historical and contemporary theories of child development and the implications for classroom practice. |
| 5% | The Interrelationship of Developmental Domains | Lecture, group discussions, individual case study, lesson planning | 2. b Recognize that developmental domains are interrelated and provide examples of interrelationships among developmental domains | Essay Exam: Student will provide examples of interrelationships by writing lesson plans |
| 20% | Multiple Influences on Development and Learning | Child development self-study, discussions, lecture, video | 3. Recognize and articulate multiple influences on children’s development and learning which include the diverse | Essay Exam: Student will identify specific influences on children’s development and learning and explain how these influences |

| | | | | |
|-----|--|---|---|--|
| | | | cultural, economic and linguistic contexts for development, ecological contexts, child's health status and disabilities, individual developmental variations and learning styles, and opportunities to play and learn | could affect learning. |
| 5% | The Influence of Early Intervention Programs | Early Intervention teachers as guest speakers, observation in Early Intervention classrooms, discussions | 4. Understand the influence of early intervention programs on child outcomes | Essay Exam: Describe the early intervention classroom and methods employed while discussing how these methods influence children's growth and development |
| 5% | The Research of Effective Learning Environments for Young Children | DAP videos, compare and contrast video learning environments, group discussions, review early childhood professional journals, examine position statements through naeyc.org , | 5. Describe the essentials of developmental research and the principles used as a basis for creating effective learning environments | Essay Exam: Students will describe effective learning environments based on review of professional literature |
| 10% | The Role and Value of Relationships on Learning | Lecture, class discussions, classroom observations, child development self-study, individual child case study | 6. Understand and value the central role of relationships and efficacy in the promotion of learning | Essay Exam: Discuss how the qualities of teacher-child interactions and relationships impact child outcomes and list what programs can do to help build positive teacher-child relationships and teacher-child-family relationships. |
| 20% | Healthy, Respectful, and Supportive Learning Environments for Young Children | Observations of early childhood programs in the community: Montessori, Pre-K, Head Start, Pre-K with Reggio Emilia principles infused, early intervention, and Infant/Toddler , class discussions | 7. Recognize elements of preliminary early childhood learning environments and opportunities to learn that are healthy, respectful, and supportive | Essays: Students will describe each early childhood program and discuss all aspects of the learning environment based on developmentally appropriate practice |