Course Number and Title
A. ECH 103 Infant/Toddler Creative Curriculum
B. Prerequisite: None
C. Credit hours: 3
D. Vocational

II. Department:
Early Childhood Department

III. Course Description: Students will discover what professionals need to know and be able to do to provide quality care for infants and toddlers. Using the research-based Creative Curriculum model, students will learn what a quality program looks like and how to achieve it. The course will explore the integrated roles of the caregiver/teacher, the children, the families, and the community, using a strengths-based model that defines developmentally appropriate practices for infants and toddlers and the role of the curriculum.

IV. Core Competencies:
A. Plans and adapts curricula and environments including the selection of materials, appropriate to the developmental levels of all children.
B. Uses appropriate materials, activities and strategies in an integrated curriculum that includes language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.
C. Creates learning environments using concrete manipulative materials, child choice, child decision-making, and play as a context for enhancing development and active learning.
D. Considers multiple aspects of the learning environment in developing the curricula.
E. Takes advantage of opportunities to modify curriculum to build on children’s activities.
F. Follows appropriate procedures of child observation.
G. Communicates observation in written and oral form.
H. Continually observes children, analyzes and evaluates findings, and applies this knowledge to practice.
I. Invites family members to play and active role in their child’s education, recognizing that families’ attitudes influence children’s ability and interest in learning.
J. Creates and maintains open, friendly, and cooperative relations with families and communicates daily events.
K. Supports children’s relationships with their families.
L. Builds a trusting relationship with children, providing physical and emotional security.
M. Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.
N. Plans and guides activities that promote children’s supportive relationships with peers, family, professional staff, and community.
O. Adapts the learning environment and curriculum to minimize potential challenging behaviors.
P. Verbalizes the relationship between the program’s philosophy and family practice.
Q. Routinely engages in reflection of teaching practices and the behavior of children.

I. Assessment Procedures:
Curriculum Presentation/Project, Journal, Attendance, Participation.

II. Course Content:

A. Why Quality Matters
1. Defining the Key Indicators of Quality
2. It’s Up to Us
B. Defining Curriculum
1. How the Creative Curriculum for Infants & Toddlers Supports Planning & Decision Making
2. Why a Curriculum for Infants & Toddlers?

C. The Central Role of Caregivers & Teachers
1. Building Trust
2. Appreciating the Influence of Culture
3. Mapping Your Career Path
4. The Role of Caregiver/Teacher

D. Knowing Infants & Toddlers
1. Theories & Theorists: What You Should Know
2. Stages of Development: What to Expect
3. Understanding That Each Child is Unique

E. Observing Infants & Toddlers
1. Why Observe Children
2. Getting the Facts

F. Planning & Individualizing
1. Documenting Children’s Development & Learning
2. Putting It All Together: Individualizing
3. Weekly Planning

G. Working With Families
1. Every Family Is Unique
2. Building relationships with Families
3. Resolving Differences
4. Documenting Your Work with Families

H. Creating a Welcoming Environment
1. How Environments Affect Us
2. Messages in the Environment
3. Selecting & Organizing Materials
4. The Outdoors

I. Promoting Safety & Health
1. Assessing Health & Safety Practices
2. Good Health & Safety Practices
3. Health, Safety & Children’s Developmental Stages

J. Guiding Children’s Behavior
1. Reflecting on Discipline
2. Strategies for Guiding Behavior
3. Partnering with Families to Address Young Children’s Challenging Behaviors

K. Routines Day by Day. The Routine of Routines
L. Activities Day by Day
1 Relationship Between Routines & Activities
2 Playing With Toys
3 Dabbling in Art
4 Imitating & Pretending
5 Enjoying Stories & Books
6 Tasting & Preparing Food
7 Exploring Sand & Water
8 Having Fun with Music & Movement
9 Going Outdoors

III. Instructional Materials:
3 Guidelines for Requesting Accommodation Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

On-Campus Students: At enrollment all on campus students will complete a form which will allow them to self-identify any disability. Questions should be directed to the Disabilities Coordinator.

Off-Campus Regional Students: Self-identify your disability and accommodation needs with the Regional Coordinator and/or instructor preferably prior to the first night of class or early in the semester.