GAVILAN COLLEGE

Course Outline

Course: CD 29   Division: 50   Also Listed As:

Term Effective: 200930, INACTIVE COURSE

Short Title: INTR TO H.S.C.

Full Title: Introduction to High/Scope Curriculum

Contact Hours/Week	Units	Number of Weeks	Total Contact Hours
Lecture: 2	2	17.34	Lecture: 34.68
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 2			Total: 34.68

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion

Course Description:
High/Scope Curriculum emphasizes a process of learning
useful for a wide range of children: gifted and normally
developing, bilingual and multi-cultural, varied age and
mildly and moderately disabled. A framework for Early
Childhood Education that stresses problem solving and
decision making by both child and adult.
ADVISORY: Eligible for English 250 and 260.

ARTICULATION and CERTIFICATE INFORMATION
    Associate Degree:
    CSU GE:
    IGETC:
    CSU TRANSFER:
        Transferable CSU, effective 199070
    UC TRANSFER:
        Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:
1. Students will organize a binder of age-appropriate "Key
Experience" activities in: Language, Experiencing, and
Representing, Seriation, Number, Time, Spatial Relations,
Classification, Music & Movement, Multi-Cultural and Social/
emotional experiences.
2. Students will be able to interpret and apply the High/Scope
framework in an existing classroom setting and introduce the
concept of the curriculum to supervisors, teachers and
parents.
3. Students will be able to formulate a plan to reorganize an
existing classroom to execute the High/Scope philosophy.
4. Students will be able to diagram similarities and differences
between traditional, Montessori, Distar and High/Scope
philosophies.
5. Students will realize High/Scope is a total curriculum.
Any eclectic ECE program using "some High/Scope techniques
and ignoring others cannot advertise itself as a High/Scope
program."

TOPICS AND SCOPE:
Inactive Course: 12/08/2008
1   3   Introduction to course greensheet
Explanation of High/Scope research
Basics of High/Scope curriculum, characteristics
of high quality programs, high/scope filmstrip
2   3   Active Learning and How Children Learn; Basics
of the high/scope approach; Active learning defined;
Active learning key experiences; Room Arrangement
(establishing the learning environment); materials/
equipment; high/scope filmstrip
3   3   Introduction to daily routine; key concepts;
establishing a daily routine; elements of a daily
routine; sample daily routines; what teachers/
children do throughout the daily routine; Strategies
for Plan-Do-Review; high/scope video.
4   3   Work, Outside, Circle, Transition, Small Group Time
Child Management; high/scope video
5   3   Team Planning/Team Teaching
Curriculum Planning (Themes - Web Waving)
High/scope video.
6   3   Key experiences (Language, Experiencing/representation,

classification, Seriation number, spatial relations,
time, music & movement, multi-cultural, social &
emotional), high/scope video.

7   3   Spatial Relations
8   3   Language/assessment tools/child observation
9   3   Student Presentations: Classification/Seriation
10   3   Student Presentation: Number/time
11   3   Music & Movement; Social/emotional development;
Student presentations: outdoor play.
12   3   Working with parents; Summary; Final Exam.

ASSIGNMENTS:

Each week the student will read assigned chapters and complete
appropriate assignments to meet the one-to-two lecture out-of-class
standard (2 to 1 ratio).

COURSE OBJECTIVES:

At the conclusion of this course the student will be able to
understand and use the following:

1. Students will diagram a chart showing similarities/differences
between traditional, High/Scope, Montessori and Distar
philosophies in ECE classrooms.

2. Students will diagram an existing non-High/Scope classroom
they have observed, then apply High/Scope Room Arrangement
principles to same. Compare/contrast/debate other philosophies'
use of materials and equipment.

3. Students will design a Daily Routine that fits their teaching
responsibilities and explain how it meets the High/Scope
criteria.

4. Students will demonstrate High/Scope principles in activities
used by teachers for your children. Each student will develop
a file of activities based on shared experiences.

5. Adapt as Active Learning approach to Music/Movement. Students
will define self concept, self esteem and social day.
Students will explore how the High/Scope curriculum fosters
positive social/emotional development. Students will generate
strategies for promoting positive socialization with young
children.

6. Examine strategies for effective parent participation Review/
High/Scope framework as a viable curriculum.

7. Students will develop and appraise the appropriateness of
various activities used during the Daily Routine from the
High/Scope point of view.

8. Students will experience and identify different types of team
member behaviors. Students will examine the characteristics
of an effective team. Students will generate strategies to
deal with group dysfunction.

9. Originate, organize and plan Key Learning Experiences
throughout the daily routine.

10. Students will assimilate the concept of Spatial Relations.
Students will develop activities through spatial relation
experiences to stimulate children's problem solving. Students
will test strategies for incorporating Spatial Relations
Key Experiences in all parts of the Daily Routine.

11. Students will analyze and interpret children's messages.
Students will examine High/Scope Assessment methods and
procedure for observing children.

METHODS OF INSTRUCTION:
Lecture, large and small group discussion, hands-on experiences, videos, filmstrips. Evaluation: Quizzes, final exam, skill demonstration.

REPRESENTATIVE TEXTBOOKS:
Mary Hohmann, Bernard Banet & David P. Weikart, ^uYoung Children^s ^uIn Action 1979^s
Michelle Graves, ^uThe Teacher's Idea Book^s, 1989

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: I
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CD
CSU Crosswalk Course Number: 29
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000196120
Sports/Physical Education Course: N
Taxonomy of Program: 130500