

Course Outline

COURSE: CD 21 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2013 **Inactive Course**

SHORT TITLE: INTRODUCTION TO CURRICULUM

LONG TITLE: Introduction to Curriculum

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	17.34	Lecture:	3	52.02
		Lab:	0	0
		Other:	0	0
		Total:	3	52.02

COURSE DESCRIPTION:

This foundational curriculum course presents an overview of knowledge and skills needed for designing curriculum and environments for all young children. Students examine the teacher's role in supporting development, fostering creativity, and modeling a joy of learning for children and parents. Students will design and implement an integrated curriculum based on observation and assessment and emphasizes play, and design learning centers for literacy, social, emotional, sensory, art, perceptual, math, and science learning. Students complete an activity folder and participate in demonstrations and observations. (C-ID: ECE 130) **ADVISORY:** Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Investigate and apply developmentally appropriate principles and strategies to positively influence all young children's development and acquisition of knowledge and skills.

Measure: Test and small group activities

ILO: 7, 2, 1

2. Evaluate the teachers' role in providing intentional and best practices in early childhood programs for all young children.

Measure: Written report and oral presentation

ILO: 2, 7, 3

3. Compare and contrast various early childhood environment designs that support all children's cognitive, language, creative, physical, and social/emotional development.

Measure: Written assignment and test

ILO: 7, 2, 3

4. Design and implement play-based curriculum based on (a) observation and assessment, (b) developmental, inclusive, and anti-bias principles, and (c) in collaboration with families to support play and learning to support all children.

Measure: Written assignment and demonstrations

ILO: 7, 3, 5, 6

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 05/14/2012

3 Hours

Objective: Describe developmentally appropriate principles and strategies.

Learning Activities:

DAP video and discussion (NAEYC.org) about NAEYC, DAP, and the role of the teacher in a DAP classroom.

Assignment: Written assignment - What is Developmentally Appropriate Practice?

Read DAP Chapters 1 and 2.

3 Hours

Objective: Restate strategies to support young children's acquisition of knowledge and skills across all developmental domains.

Learning Activities:

Whole class discussion based on DAP Chapter 1 and 2. 5 small groups (physical, language, cognition, social, emotional) activity to discuss 5 ways teachers support development in a DAP classroom. Create a poster to show these 5 ways.

Assignment: Poster presentation in class - 5 Ways to Support Young Children's Development. Each group discusses and presents a different developmental domain.

3 Hours

Objective: Identify the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum.

Learning Activities:

Discussion and practice on using checklists, running records, and time sampling observations. Present an example of the Cycle of Observation.

Read Intentional Teaching Chapter 1.

Assignment: Written report to describe the steps in the cycle of observation, and provide an example for each step, referring to Intentional Teaching chapters.

6 Hours

Objective: Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Learning Activities:

Lead students in various DAP activities in math, science, art, and literacy. For each activity, discuss opportunities for developing socialization, regulation, and self-help skills. Apply the Cycle of Observation to suggest modifications of each activity to meet children's varying needs.

Assignment: Observation, summary, and recommendations paper. Students observe 12 child at Gavilan CDC. Describe opportunities offered through the curriculum for that child to demonstrate and develop social, regulatory and self-help skills. Read Intentional Teaching Chapter 2.

3 Hours

Objective: Identify key ways in which the environment functions as an essential component of curriculum.

Learning Activities:

- Discuss the Gavilan CDC environment Describe each learning center, both inside and out. With a partner, make suggestions for increased opportunities to support all areas of development (social, emotional, cognition, literacy, physical, regulation, and self-help).

Assignment: Observation and oral report. Make two recommendations for changes to the environment that will provide more DAP opportunities in each area of development. Review DAP Chapters 1 and 2.

6 Hours

Objective: Define how the environment and materials can be modified for inclusion of children with special needs.

Learning Activities:

Presentation by an inclusion specialist or other paraprofessional working in inclusion to discuss the elements of inclusive environments. Students select two DAP materials and adapt them to support the needs of a child with disabilities.

Assignment: Present the modified materials to the class and describe how each material provides children with the opportunity to fully participate. Explore various inclusion materials websites, provided by instructor.

12 Hours

Objective: Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.

Learning Activities:

Classroom discussions on effective supports that make materials and activities in all domains accessible to all children. Read Intentional Teaching Chapters 4-8.

Assignment: Essay on making adaptations as a skill of an intentional teacher.

12 Hours

Objective: Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.

Assignment: Curriculum Project of 10 activities without adaptations and the same 10 activities with adaptations - total of 20 activities. Review Intentional Teaching Chapters 4-8 and DAP book sections on DAP for Preschoolers.

6 Hours

Objective: Assess and evaluate own curriculum plans for level of affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.

Learning Activities: Video and discussion on multiculturalism and why all learning materials and activities should reflect cultural competence.

Assignment: Revise 5 selected activities in the Curriculum Project to increase affirmation of and respect for cultural, linguistic, ethnic, and socio-economic, and gender diversity.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Lecture, demonstration, group discussion, video, hands-on activities, classroom observations.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 50 % to 60 %

Written Homework

Term or Other Papers

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 10 % to 15 %

n/a

Other: Activity demonstrations

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 20 % to 25 %

Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 15 %

Multiple Choice

True/False Matching Items

Completion

Other: short essay

REPRESENTATIVE TEXTBOOKS:

Required:

Epstein, "The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning", NAEYC, 2008, or other appropriate college level text.

Reading level of text: 12 grade Verified by: D. Clabaugh (Microsoft Word)

Other textbooks or materials to be purchased by the student: Developmentally Appropriate Practice, 3rd Edition, Copple and Bredekamp, published by NAEYC, c. 2009.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 199750

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD
CSU Crosswalk Course Number: 21
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: CCC000521581
Sports/Physical Education Course: N
Taxonomy of Program: 130500