

Course Outline

COURSE: CD 32 **DIVISION:** 50 **ALSO LISTED AS:** CD 21

TERM EFFECTIVE: Fall 2014 **CURRICULUM APPROVAL DATE:** 04/28/2014

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	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This foundational curriculum course presents an overview of knowledge and skills needed for designing curriculum and environments for infants and 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 a developmentally appropriate curriculum based on observation and assessments which emphasizes play in the learning centers for language, literacy, social, emotional, sensory, art, perceptual development, math, and science. Students complete an activity portfolio of observations, curriculum/environment plans as well as participate in skill demonstrations and observations. Previously listed as CD 21. (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. Recognize and apply developmentally appropriate principles/ strategies in supervised settings to positively influence all young children's development and acquisition of knowledge and skills.

Measure: Demonstration activities, exams

PLO: 1,2

ILO: 7,2,1

GE-LO:

Year assessed or anticipated year of assessment: 2014

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

Measure: Written report, oral presentation

PLO: 1

ILO: 2,7,3

GE-LO:

Year assessed or anticipated year of assessment: 2014

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, exams

PLO: 1,2

ILO: 7,2,3

GE-LO:

Year assessed or anticipated year of assessment: 2014

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 assignments, demonstrations

PLO: 2,1

ILO: 7,3,5,6

GE-LO:

Year assessed or anticipated year of assessment: 2014

5. Identify theoretical and program model implications for curriculum. Analyze activity plans with regard to theory and program model foundations.

Measure: Develop activity plans, critique a variety of plans

PLO: 1,2

ILO: 7,3,5,6

GE-LO:

Year assessed or anticipated year of assessment:

PROGRAM LEARNING OUTCOMES:

Student will be able to:

1. articulate five major child development theories and translate these theories into appropriate classroom environments that include learning centers and materials.
2. plan developmentally appropriate curriculum activities in four domains of development: Cognitive (intellectual), Affective (social-emotional), Psychomotor (physical) and Language Development.

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

Curriculum Approval Date: 04/28/2014

3 Hours

Student Performance Objectives: Recognize and apply developmentally appropriate principles/ strategies in supervised settings to positively influence all young children's development and acquisition of knowledge and skills. Describe developmentally appropriate principles and strategies. Compare and contrast various early childhood environment designs that support all children's cognitive, language, creative, physical, and social/emotional development. Evaluate the teachers' role in providing intentional and best practices in early childhood programs for all young children. Recognize and apply developmentally appropriate principles/ strategies in supervised settings to positively influence all young children's development and acquisition of knowledge and skills.

Learning Activities: Developmentally Appropriate Practice (DAP) video and discussion (NAEYC.org) about NAEYC, DAP, the early childhood theorist and the role of the teacher in a DAP classroom. Assessing curriculum to meet state and other accrediting standards. Strategies for developing a relationship and including families in their child's development

Assignment: Written assignment - What is Developmentally Appropriate Practice? Readings.

3 Hours

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

Learning Activities: Class discussion based on developmentally appropriate practice in the domains of physical, language, cognition, social, and emotional development. Program models and approaches (Reggio, Montessori, High Scope, Creative Curriculum, Waldorf, Bank Street, etc.)

Assignment: Report and presentation of researched curriculum models based on developmentally appropriate curriculum. Complete reading assignment.

3 Hours

Student Performance 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 using checklists, running records, and time sampling observations. Share observations in licensed programs for young children.

Assignment: Written report on an observation completed in a licensed program. Complete reading assignments.

6 Hours

Student Performance 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. Suggest modifications of each activity to meet children's varying needs.

Assignment: Observation on curriculum report. Students observe a child at Gavilan CDC . Describe opportunities offered through the curriculum for that child to demonstrate and develop social, regulatory and self-help skills. Complete reading assignments.

3 Hours

Student Performance Objective: Identify key ways in which the environment functions as an essential component of curriculum. (Infant/toddler and preschool)

Learning Activities: Discuss the Gavilan CDC environment. Describe the components of an effective learning environment. Discuss how the environment affects children's behavior. 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

Student Performance 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

Student Performance Objective: Define major areas of content learning for young children and discuss safety, activities, materials, daily schedules, routines 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 (i.e., diverse learning styles, motivations, interests and abilities).

Assignment: Shared observations of children describing individual learning styles. Demonstration making adaptations of an activity.

12 Hours

Student Performance Objectives: 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. Identify theoretical and program model implications for curriculum. Analyze activity plans with regard to theory and program model foundations. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.

Assignment: Design curriculum, including environment for the needs of children observed throughout the semester.

6 Hours

Student Performance 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: Document an activity that shows 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:

Bredenkamp & Copple. Developmentally Appropriate Practice in Early Childhood Programs. NAEYC Publications, 2009. Or other appropriate college level text.

ISBN: 978-1-928896-64-7

Reading level of text, Grade: 12 Verified by: online

Other textbooks or materials to be purchased by the student: CA Early Learning Foundations, upload from CA Dept. of Education

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201250

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: 32

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours: 3

Minimum Hours: 3

Course Control Number: CCC000532230

Sports/Physical Education Course: N

Taxonomy of Program: 130500