

Course Outline

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

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 11/10/2020

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)

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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

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.
2. Evaluate the teacher's role in providing intentional and best practices in early childhood programs for all young children.
3. Compare and contrast various early childhood environment designs that support all children's cognitive, language, creative, physical, and social/emotional development.
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.
5. Identify and analyze theoretical and program implications for curriculum models, approaches, environments, and standards for early learning including indicators of quality..

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

Curriculum Approval Date: 11/10/2020

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

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.)

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.

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.

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).

5 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.

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).

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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.

5 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.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

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

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 30

Assignment Description:

Observe a child in a licensed early childhood program following the guidelines presented in the class. Use this observation information to create a curriculum portfolio for the child. Develop a child's portfolio.

Required Outside Hours: 78

Assignment Description:

Research, readings, licensing reviews

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Percent range of total grade: 50 % to 60 % Written Homework Term or Other Papers

Objective examinations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 15 % Multiple Choice True/False Matching Items Completion Other: short essay

Problem-solving assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 15 % n/a Other: Activity demonstrations

Skill demonstrations

Percent of total grade: 30.00 %

Evaluation Percent: 20-30% Class demonstrations Observations, documentation panels, development of a child's growth portfolio and curriculum plan

REPRESENTATIVE TEXTBOOKS:

Bredenkamp & Copple. Developmentally Appropriate Practice in Early Childhood Programs. NAEYC Publications,2009.

ISBN: ISBN: 978-1-928896-64-7

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

Deb Curtis and Margie Carter. Designs for Living and Learning. St. Paul, Minnesota: Redleaf Press,2015.

This book describes and gives visualization to implementing a high quality early childhood environment.

ISBN: 978-1-60554-372-7

Reading Level of Text, Grade: 12 Verified by: Instructor

Nancy Beaver, Susan Wyatt, Hilda Jackman. Early Education Curriculum. Boston, USA: Cengage,2018.

Reading Level of Text, Grade: 12 Verified by: Pat Henrickson, online

RECOMMENDED OTHER TEXTS AND MATERIALS:

The Integrated Nature of Learning California State Department 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: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ECE

CSU Crosswalk Course Number: 130

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: CCC000532230

Sports/Physical Education Course: N

Taxonomy of Program: 130500