

Lassen Community College Course Outline

CD 16 Introduction to Curriculum

3.0 Units

I. Catalog Description

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for all young children from birth to 6. Students will examine teachers' role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. This course has been approved for online and correspondence delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only

C-ID ECE 130

51 hours lecture, 102 hours out-of-class, 153 total student learning hours

Scheduled: Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence young children's development and learning.
2. Evaluate the teachers' role in providing best and promising practices in early childhood programs.
3. Compare and contrast play based curriculum that supports children's cognitive, language, creative, physical, and social emotional growth.
4. Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs
5. Recognize variation in individual children's needs and strategies to accommodate those needs

B. Course Objectives

Upon completion of this course the student will be able to:

1. Plan, present, and evaluate curriculum for young children utilizing basic child development and program planning principles.
2. Explain the goals and learning objectives in planning a program on a daily/weekly, monthly, yearly basis.
3. Explain the use of effective and positive techniques in guiding children's behavior.
4. Identify the personal and professional qualities that successful teaching requires.

5. Identify desirable and professional standards from legislation and accrediting groups as well as of health and safety standards for children.
6. Employ child development theory in designing and equipping an indoor and outdoor classroom environment.
7. Formulate educational goals and objectives which are developmentally appropriate for the children, including children with special needs.

IV. Course Content

Learning Theories

1. Developmental theory as it applies to curriculum development
2. Developmentally, linguistically, and culturally appropriate curriculum that supports best practices in the development of the whole child
3. Impact of language and culture on children's play and learning
4. Observation and assessment strategies as they apply to curriculum planning and evaluation

ECE Classrooms

1. The early childhood education learning centers: e.g. dramatic play, blocks, manipulatives, art, library; science & nature; sensory motor etc.
2. Physical/temporal/interpersonal and aesthetic components of learning environments
3. Social/emotional learning environments based on delight and engagement
4. Program models and approaches
5. Observation and assessment strategies as they apply to curriculum planning and evaluation.
6. Adjusting for and including: The continuing cycle of observation, assessment, curriculum, planning, and documentation

The ECE Teacher

1. Role of the teacher in fostering social attitudes, values and skills
2. Role of the teacher as informed caring, thoughtful decision maker
3. Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language
4. Role of the teacher in using innovative approaches
5. Role of the teacher in using and explaining current Research
6. Role of the teacher in providing an effective daily schedule and daily routines that positively influence activities and curriculum

Curriculum topics that may be specifically addressed

1. Nutrition and cooking
2. Language and literacy, dual language support strategies
3. Dramatic play
4. Block play and physical science
5. Science and nature
6. Sensory Motor learning
7. Math and construction of mathematical thinking 0-6
8. Art and creative development
 - a. Research, assessment and issues
9. Various theories and approached to curriculum (e.g. Reggio, Montessori, computer based, High scope, etc.)
10. Innovative approaches

11. Current Research

Adjusting for and including

1. Families, cultures, and languages of the community served and strategies for family involvement
2. Children with special needs
3. Infants and toddlers
4. The curriculum planning process
5. The continuing cycle of observation, assessment, curriculum, planning, and documentation

V. Assignments

A. Appropriate Readings

Students will be expected to read college level materials which will include the textbook and supplemental reading assignments in reference texts and journals in the area of childhood development.

B. Writing Assignments

Written assignments will include observations of children in the center. Students will be expected to analyze the effects of environments and caregivers to the individual's behavior and development. Writing assignments may vary in length, from paragraph responses to articles on topics.

C. Expected Outside Assignments

Will include the following:

1. Writing lesson plans
2. Writing activity cards
3. Critiquing journal articles

D. Specific Assignments that Demonstrate Critical Thinking

Will be required of students in such assignments and activities as written and oral analysis, and evaluation of readings, laboratory experiences, and observations. Students will analyze and compare readings and laboratory assignments in the development of topics specific to pre-school assignments.

VI. Methods of Evaluation

Traditional Classroom Instruction

- A. Exams requiring identification, description, and analysis of theories, program models, environments, and curricular components
- B. Written lesson plans demonstrating
- C. The ability to recognize and begin to implement concepts of the curricular components in the curriculum
- D. The ability to observe/assess the impact of the curriculum
- E. The ability to accommodate individual, family and community needs
- F. Projects and presentations which demonstrate understanding and beginning implementation of course concepts

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email.

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: Exams requiring identification, description, and analysis of theories, program models, environments, and curricular components, written lesson plans, Projects and presentations which demonstrate understanding and beginning implementation of course concepts. 2) Online delivery: A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery

Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Classroom Delivery

Lecture, discussion groups, small group activities, observations, written assignments, films, guest speakers, field trips and other unique instructional strategies as determined by the instructor.

Online Delivery

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on website. Discussion papers, email communications, positing to forums and web links will comprise the method of instruction.

Correspondence Delivery

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Moravcik/Nolte; *Meaningful Curriculum for Young Children*, 2nd edition, 2018, Pearson Education, e-book ISBN 13-9780134484099, paperback ISBN# 13-9780134444260.

California State Preschool Learning Foundations, available at:
<http://www.cde.ca.gov/sp/cd/re/documents/preschool.pdf>

IX. Discipline/s Assignment

Child Development / ECE, Education

X. Course Status

Current Status: Active

Original Approval Date: 5/1/1990

Revised By: Laura Geer

Curriculum/Academic Standards Committee Revision Date: 02/15/2022