

## COURSE OUTLINE

### **Child Development 150 (C-ID Number: ECE 130) Introduction to Curriculum (C-ID Title: Introduction to Curriculum)**

#### **I. Catalog Statement**

Child Development 150 provides an overview of principles involved in planning, implementing and evaluating developmentally appropriate curriculum. It includes processes for planning and implementing developmentally appropriate environments and experiences, selection of appropriate materials, emerging curriculum, scheduling, room arrangement, and planning developmentally appropriate activities and curricula for young children from birth to age eight in child care and early childhood development settings. Included are foci on children's play, the role of assessment, webbing, activity planning and daily scheduling. Curriculum areas such as art, science, math, literature, music, language arts, and dramatic play are examined.

Total Lecture Units: 2.0

Total Laboratory Units: 1.0

**Total Course Units: 3.0**

Total Lecture Hours: 32.0

Total Laboratory Hours: 48.0

Total Laboratory Hours To Be Arranged: 48.0

**Total Faculty Contact Hours: 80.0**

Prerequisite: CHLDV 140

Note: Verification of current TB clearance required

#### **II. Course Entry Expectations**

Prior to enrolling in the course, the student should be able to:

- interpret best and promising teaching and care practices as defined within the field of early care and education's history (including developmentally appropriate practices and developmentally, culturally and linguistically appropriate practices);
- examine range of delivery systems, program types and philosophies and ethical standards;
- identify the underlying theoretical perspective in forming a professional philosophy;
- assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families;

- examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children;
- examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community;
- use reflective practice as a strategy for analyzing the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development contexts.

### **III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

- identify the developmental stages and abilities of the young child necessary for adults to develop and evaluate appropriate curriculum;
- design and implement curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive, and anti-bias principles in collaboration with families to support all children;
- demonstrate knowledge of the teacher's role in evaluating best and promising practices with consideration of the various impacts on children's learning and development;
- prepare, implement, and evaluate curricular experiences that are developmentally, culturally, and linguistically appropriate;
- demonstrate specific skills and techniques for promoting development through a variety of curricular areas;
- demonstrate the capacity to collaborate with families in support of all children;
- observe, assess, plan, implement, and evaluate play based curriculum experiences that enhance development in all domains, including creative, physical, social/ emotional, cognitive, and language domains.

### **IV. Course Content**

**Total Faculty Contact Hours = 80.0**

#### **A. Learning Theories (Lecture 4 hours)**

1. Developmental theory as it applies to curriculum development
2. Developmentally, linguistically and culturally appropriate curriculum to support the development of the whole child
3. Impacts of language and culture on children's play and learning
4. Play as the central modality of young children's learning
5. Children as sensory learners
6. Individual learning styles and modalities
7. Impacts of special needs on learning and development
8. Impacts of social identities on learning

- B. Curriculum and the Environment (**Lecture 8 hours, Laboratory 18 Hours**)
  - 1. Learning or interest centers
  - 2. Physical/temporal/interpersonal and aesthetic components of learning environments
  - 3. Social/emotional learning environments
  - 4. Environments that reflect the children, families, cultures and languages of the communities served
  - 5. Assessing all curricula for access and appropriate inclusion approaches
  - 6. Infant and toddler use of materials and environments
  - 7. The environment as teacher
- C. The Curriculum Planning Process (**Lecture 8 hours, Laboratory 18 hours**)
  - 1. A planning continuum and scaffolding
  - 2. Observation and documentation as tools for curriculum development
  - 3. The continuing cycle of observation, assessment, curriculum planning, documentation
  - 4. Respectful and responsive planning; engaging children and their families in the planning process
  - 5. Emergent curriculum, webbed curriculum, themes, project approach
  - 6. Daily schedules and routines and their influence on curriculum and activities
- D. The Early Childhood Education Teacher (**Lecture 6 hours, Laboratory 8 hours**)
  - 1. Role of the teacher in fostering social attitudes, values and skills
  - 2. Role of 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. Selecting activities, materials and equipment, meeting goals
  - 5. Teacher reflection and self-evaluation as essential to curriculum development
  - 6. Collaboration and relationship building
- E. Documentation, Assessment and Evaluation (**Lecture 4 hours, Laboratory 4 hours**)
  - 1. Documenting curriculum plans, (Activity Planning Format)
  - 2. Curriculum content areas
  - 3. Formal assessment tools
  - 4. State frameworks, foundations & desired results
  - 5. National Association for the Education of Young Children (NAEYC) accreditation and curriculum
  - 6. Using technology in the classroom
- F. Research and Other Issues (**Lecture 2 hours**)
  - 1. Various theories and approaches to curriculum (e.g. Reggio, Montessori, computer based, High Scope, etc.)
  - 2. Innovative approaches
  - 3. Best and promising practices
  - 4. The World Wide Web as a resource

**V. Methods of Instruction**

The following methods of instruction may be used in the course:

- lecture/discussion;
- demonstration;
- laboratory experience;
- modeling appropriate strategies & techniques;
- media/oral presentation;
- web-enhanced, hybrid, or online.

**VI. Out of Class Assignments**

The following out of class assignments may be used in the course:

- written assignments (e.g., maintain a weekly Reflective Journal about experiences and processes related to course content);
- curriculum portfolio (e.g., plan, implement and evaluate activities in each domain);
- laboratory participation (e.g., 3 hour/week participation in CDC lab classroom approved placement);
- written observation of curriculum areas (e. g., Activity Observation Assignment – observe and analyze activities implemented by Master Teacher).

**VII. Methods of Evaluation**

The following methods of evaluation may be used in the course:

- examinations;
- presentations/projects;
- activity planning, implementation and evaluation.

**VIII. Textbook(s)**

**Required:**

Gestwicki, Carol. *Developmentally Appropriate Practice: Curriculum and Development in Early Education*. 5th ed. Belmont: Wadsworth, Cengage Learning, 2014. Print.  
13th Grade Textbook Reading Level. ISBN-10: 1133602770

**Recommended:**

California Department of Education. *California Infant Toddler Learning and Development Foundations*. Sacramento: California Dept. of Education, 2009.  
Print.

13th Grade Textbook Reading Level. ISBN: 0-80111693-7

California Department of Education. *California Infant Toddler Learning and Development Foundations*. Sacramento: California Dept. of Education, 2009.  
Print.

13th Grade Textbook Reading Level. ISBN: 978-0801116933

California Department of Education. *California Preschool Learning Foundations, Volume I, II & III*. Sacramento: California Department of Education, 2012. Print. 13th Grade Textbook Reading Level. ISBN: 0-80111681-3, 978080111708-4 & 978-0801117275

California Department of Education *California Preschool Curriculum Framework, Volumes I, II & III*. Sacramento: California Department of Education, 2010. Print. 13th Grade Textbook Reading Level. ISBN: 978-080111682-7; 978-080111716-9; 978-080111733-6

Jackman, Hilda. *Early Childhood Curriculum: A Child's Connection to the World*, 5th ed. Belmont: Wadsworth, CENGAGE Learning, 2011. Print. 13th Grade Textbook Reading Level ISBN: 978-1-111-34264-7

## **IX. Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

- recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children;
- demonstrate an understanding of the many aspects of the teacher's role in early childhood programs;
- identify play-based curriculum models and approaches, standards for early learning, and indicators of quality;
- use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.