

Course Outline of Record

1. Course Code: ECE-040
2.
 - a. Long Course Title: Introduction To Curriculum
 - b. Short Course Title: INTRO TO CURRICULUM
3.
 - a. Catalog Course Description:

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Students will examine teacher's 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.
 - b. Class Schedule Course Description:

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. through developmentally, culturally and linguistically appropriate practices.
 - c. Semester Cycle (if applicable): The course will be offered in several sections each semester.
 - d. Name of Approved Program(s):
 - EARLY CHILDHOOD EDUCATION
 - EARLY CHILDHOOD EDUCATION MASTER TEACHER
 - EARLY CHILDHOOD EDUCATION TEACHER
 - ECE SITE SUPERVISOR
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 30 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)

 Prerequisite: ECE 010 or
 Corequisite: ECE 010
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Selmi, A., Gallagher, R., & Mrai-Flores, E. (2015). Early Childhood Curriculum for All Learners Thousand Oaks, California Sage. ISBN: 978-1-4522-40
 College Level: Yes
 Flesch-Kincaid reading level: 14.3
 - b. California Department of Education. California Preschool Learning Foundations. CDE Press , 01-01-2008.
 - c. California Department of Education. California Preschool Curriculum Framework, Volumes 1, 2, and 3. CDE Press http://www.cde.ca.gov/sp/cd/re/psframework.asp , 01-01-2014.
 - d. California Department of Education. Desired Results for Children and Families. CDE Press http://www.desiredresults.us/ , 01-01-2015.
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Explain the major milestones to the study of human development.
 - ECE 010 - Examine and discuss major theories of child development.
 - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
 - b. Identify, describe, and apply major concepts and principles of human development from conception to nineteen years of age.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

c. Identify and discuss major issues in the study of human development.

- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and explain how bias can influence the research process.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

d. Describe how the theories are used in planning appropriate environments for children with diverse developmental patterns.

- ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

e. Analyze the concepts and principles of human development to personal and professional situations.

- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

f. Complete observations of infants, toddlers and preschool, and school-aged children.

- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.

ECE 040-Introduction To Curriculum

- ECE 010 - Examine and explain how bias can influence the research process.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.

8. Course Content and Scope:

Lecture:

Learning Theories:

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. Joy and trust as the first steps in children's learning.
6. Children as sensory learners.
7. Concept development
8. Individual learning styles and modalities
9. Impacts of special needs on learning and development.
10. Impacts of social identities on learning.

ECE Classrooms:

11. The early childhood classroom learning centers: e.g. dramatic play, blocks, manipulatives, art, library, science and nature, sensory motor, etc.
12. Physical/temporal/interpersonal and aesthetic components of learning environments.
13. Social/emotional learning environments based upon delight and engagement.
14. Classroom environments that reflect the children, families, cultures and languages of the communities served.
15. Assessing all curriculum for access and appropriate inclusion approaches.
16. Infant and toddler use of materials and environments.
17. The curriculum planning process.
18. Key in planning: a continuum, scaffolding: simple to complex, concrete to abstract
19. Observation and documentation as related to curriculum development.
20. The continuing cycle of observation, assessment, curriculum planning, documentation.
21. Curriculum planning that reflects the value and sequence of the child's ability to construct and represent her/his world through symbols.
22. Emergent curriculum, webbed curriculum, themes, project approach.
23. The environment as teacher: Balance between naturalistic and structured spaces, soft and hard spaces, traffic patterns, protected and open spaces, visual/aesthetic messages.

The ECE Teacher:

24. The role of the teachers in fostering social attitudes, values and skills
25. Role of the teacher as informed, caring, thoughtful decision-maker
26. Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language.
27. Selecting activities, materials and equipment, meeting goals
28. Teacher reflection and self-evaluation as essential to curriculum development.
29. Collaboration: All levels of staff; teaching staff and families; across classrooms

Curriculum Topics that May Be Specifically Addressed:

30. Nutrition and cooking
31. Language and literacy, dual language support strategies
32. Dramatic play
33. Block play and physical science
34. Science and nature
35. Sensory Motor Learning
36. Math and the construction of mathematical thinking 0 - 6
37. Art and creative development.

Research, Assessment, Other Issues:

38. Various theories and approaches to curriculum (Reggion, Montessoir, computer based, High/Scope, etc.)
39. Innovative approaches
40. Current research
41. The world wide web as a resource
42. NAEYC's *Beyond the Journal*
43. State standards, desired results, foundations, framework

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| 44. Formal assessment tools |
| 45. Accreditation standards regarding curriculum |

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.

Evaluate the teacher's role in providing best and promising practices in early childhood programs.

2.

Compare and contrast play-based curricula that supports children's cognitive, language, creative, physical and social/emotional development.

3.

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

4.

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.

10. Course Objectives: *Upon completion of this course, students will be able to:*

a. Explain verbally and in writing, the sequence of play as central to development and learning for young children.

b. Define, explain and apply constructivist theory in curriculum planning for young children.

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

d. 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.

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

f. Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/ motor mastery; creativity and the arts; mathematics and science.

g. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.

h. Define how curriculum plans can be modified for inclusion of children with special needs.

i. Design curriculum plans and activities to include support of home language as well as development of English as a second language.

j. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent her/his world through symbols.

k. Demonstrate and explain in curriculum plans the progression from simple to complex and concrete to abstract and explain how these concepts are essential for all children's learning.

l. Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

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

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

o. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

p. Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Activity
- b. Demonstration, Repetition/Practice
- c. Discussion
- d. Distance Education
- e. Experiential
- f. Journal
- g. Laboratory
- h. Lecture
- i. Observation
- j. Participation
- k. Role Playing
- l. Self-exploration
- m. Technology-based instruction

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

-Observe demonstration teachers and identify the strengths of their observation, assessment, targeted design and evaluation of activities with infants and toddlers and with preschool children

b. Out-of-class Assignments

-Research and design at least 5 activity plans for infants/toddlers and preschoolers-Research, design and implement a block activity, creative arts activity, socio-dramatic play activity and a sensory activity-Oral and written reports

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Written homework
Oral and written reports
- Laboratory projects
Analysis of observation, assessment, targeted design and implementation of activity for infants and toddlers and for preschoolers
- Presentations/student demonstration observations
Design, present and evaluate literacy, math, science, social science, and creative arts activities for young children.
- Group activity participation/observation
Participate in children's activities in the adult classroom to experience children's experiences
- Product/project development evaluation
Create a comprehensive lesson plan for one week integrating California state standards for preschool children.

14. Methods of Evaluating: Additional Assesment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO - Career and Technical Education

Apply critical thinking skills to execute daily duties in their area of employment.

IO - Critical Thinking and Communication

Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details and idea development.

Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse.

16. Comparable Transfer Course

ECE 040-Introduction To Curriculum

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU San Bernardino			

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: NO Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

periodic review

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000268160
- b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: B = Transfer CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Clearly Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION MASTER TEACHER,EARLY CHILDHOOD EDUCATION TEACHER,ECE SITE SUPERVISOR
Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 175
Third Year: 175

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Donna Marie Greene Origination Date 02/11/15
