

ECE R100: INTRODUCTION TO CURRICULUM FOR THE YOUNG CHILD

Originator

pmendez

College

Oxnard College

Discipline (CB01A)

ECE - Early Childhood Education

Course Number (CB01B)

R100

Course Title (CB02)

Introduction to Curriculum for the Young Child

Banner/Short Title

Curriculum for the Young Child

Credit Type

Credit

Start Term

Fall 2021

Formerly

CD R100

Catalog Course Description

This course introduces students to developmentally appropriate curriculum and environments for children birth through age eight. Explores teaching strategies and curriculum development based on theoretical frameworks, observation, and assessment. Emphasizes the teacher's role in supporting development and learning across the curriculum, including all content areas. C-ID: ECE 130.

Taxonomy of Programs (TOP) Code (CB03)

1305.40 - *Preschool Age Children

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Students may attend preschool programs, day care centers, in-home day care and/or private or public schools.

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Students will apply elements of various curriculum models, approaches, theories, and standards for early learning including indicators of quality to plan curriculum for children ages birth through eight. |
| 2 | Students will plan indoor and outdoor environments based on knowledge and understanding of children's development and needs. |
| 3 | Students will develop curriculum for all content areas to support children's learning and developmental needs. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments. |
| 2 | Discuss how the curriculum is integrated across all developmental domains and content areas. |
| 3 | Evaluate teaching strategies and environmental designs. |
| 4 | Identify and explore various early childhood settings as a basis for planning curriculum and environments. |
| 5 | Describe academic discipline content and children's growth and development to plan and evaluate developmentally and linguistically appropriate, engaging, and supportive learning experiences. |
| 6 | Evaluate environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals. |
| 7 | Explore how different teaching strategies could be used for a variety of curriculum goals. |
| 8 | Identify guidance and interaction approaches to support social relationships and learning. |
| 9 | Discuss how specific learning experiences could be adapted to address individual children's learning and development needs. |

Course Content

Lecture/Course Content

1. Context for Developmentally-Appropriate Practice
 - a. Developmental theory as it applies to curriculum development
 - b. Observation and assessment strategies as they apply to curriculum planning and evaluation
2. Impacts on Child Development and Curriculum Planning/Implementation
 - a. Language and culture
 - b. Engagement and interest
 - c. Learning styles and modalities
 - d. Special needs
 - e. State and National Standards (i.e., for quality/accreditation/ethical practices/content areas)
3. Early Childhood Classrooms
 - a. Learning centers
 - b. Components of learning environments
 - c. Program models and approaches
 - d. Developmentally-appropriate practices
4. Planning Early Childhood Curriculum
 - a. Care, development, and learning needs of: Infants and Toddlers; Preschoolers; and School-age children
 - b. Effective practices for planning, implementing, and evaluating developmentally, linguistically, and culturally appropriate curriculum, and learning experience for children birth-eight
 - c. Level of teacher involvement-teaching continuum; teacher child interactions; guidance and discipline; relationships; effective use of questions; family engagement
 - d. Effects of the environment on children's behavior and curriculum goals
 - e. Importance of teachers' discipline-based knowledge in the content areas
 - f. Planning developmentally appropriate curriculum for: Math, Science, English language development, Language and literacy, History and social science, Visual and performing arts, Physical development, and Health
5. Appropriate use of instructional technology
6. Addressing differences in young children's
 - a. Culture and ethnicity
 - b. Socioeconomic status
 - c. Home language
 - d. Ability
 - e. Gender
 - f. Learning style
 - g. Adjustment to curriculum and environment to address children's individualize learning needs
 - h. Planning opportunities for children to support each other in learning
7. Planning Learning Environments
 - a. Design and impact of physical space
 - b. Learning centers
 - c. Selection of equipment and materials
 - d. Impact of routines and schedules
 - e. Integration of content throughout the indoor and outdoor environments
 - f. Indicators of quality
 - g. Inclusion of children's culture and language
 - h. Health, Safety, and nutrition
 - i. Staffing and zoning
 - j. Impact on classroom management
 - k. Accommodations for special needs

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Individual projects
Objective exams
Performances
Quizzes
Research papers
Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Class activities
Class discussions
Case studies
Distance Education
Demonstrations
Field trips
Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will lead class in lectures covering developmental stages, theories, and curriculum approaches.
2. Instructor will show videos from the department of Early Education, supporting and discussing: Developmental Appropriate Practices, Code of Ethics in Early Education, Special Education, High-Quality State and National Standards, Examples of programs with a diversity on Curriculum, i.e., Emergent Curriculum, High-Scope, Creative Curriculum.
3. Instructor will conduct exams that cover course material.
4. Students will provide class with oral presentation on course material including curriculum implementation based on creative curriculum and developmentally appropriate practice.

Representative Course Assignments

Writing Assignments

1. Students will write answers to questions at the end of each chapter as assigned by instructor
2. Students will critique the position statement provided by the Association for Childhood Education International (ACEI)
3. A one-page written report will be collected from students after a guest speaker makes a presentation
4. Students will observe and document a one-hour visit to a child development center to observe children playing and to determine the child's Developmental Stage of Play
5. A two-day written lesson plan with specific activities for each learning center will be submitted to the instructor
6. In order to include the families in the learning process for their children the students will develop a written plan as to how they can include the families, the children's culture and language

Critical Thinking Assignments

1. Students will analyze multicultural/anti-bias considerations in early care and education settings.
2. Illustrate the process of curriculum development.
3. Compare uses of purposes for observation and assessment.
4. Analyze the relationship between assessment and curriculum planning.
5. Develop appropriate guidance techniques.
6. Create literacy activities appropriate for young children.
7. Analyze the teacher's role in promoting literacy in the classroom.

Reading Assignments

1. Read weekly one chapter from the assigned textbook.
2. Read children's books to select topics that can be incorporated into curriculum themes.

- Students will read from professional journals, online resources, and/or related books, such as the National Association for the Education of Young Children, Zero to Three Journals, California Preschool Learning Foundations, The Early Childhood Leaders' Magazine "Exchange", or as assigned by professor

Other assignments (if applicable)

- Students will visit preschools, home day care programs, family members who have young children, parks or the beach to learn about what young children learn from exploring the environment
- The students will prepare a creative activity/curriculum lesson plan. The activity should be age and developmentally appropriate and simple so that preschool children can do it
- Working individually or in small groups, student(s) will prepare an activity, write the objectives in terms of developmental areas and present the activity to the class

Outside Assignments

Representative Outside Assignments

- Students will read and reviewing assigned preschool theories, such as Creative Curriculum, Play-Base, High-Scope, and others according to professor.
- Students will develop lesson plans including all areas of development, such as Cognitive Development, Language-Literacy Development, Physical Development, Social-Emotional Development, according to age and developmental skills
- Students will read from professional journals, online resources, and/or related books, such as National Association for the Education of Young Children, Zero to Three Journals, California Preschool Learning Foundations, The Early Childhood Leaders' Magazine "Exchange", or as assigned by professor.
- Students will analyze multicultural/anti-bias considerations in early care and education settings.

Articulation

C-ID Descriptor Number

ECE 130

Status

Approved

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Classic Textbook

No

Description

Beaver, N., Wyatt, S., and Jackman, H. (2018). Early Education Curriculum: A Child's Connection to the World (7th. ed.) Boston, MA Cengage Learning (or Latest Edition)

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments. Students will interact with each other via discussion postings on direct topics. Quizzes may also be assigned.
E-mail	Regular email correspondence and announcements.
Video Conferencing	Instructor may choose to provide online video conference/video chat. Regular discussions between students via discussion boards or other collaborative tools, such as Google Docs., and Zoom.
Face to Face (by student request; cannot be required)	Instructor may provide face to face time on students request.
Other DE (e.g., recorded lectures)	Instructor may provide videos, recorded lectures, and/or PowerPoint with lecture.
Telephone	Instructor may provide telephone conference time.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Instructor may choose to provide online video conference/video chat times. Regular discussions between students via discussion boards or other collaborative tools, such as Google Docs., and Zoom.
Face to Face (by student request; cannot be required)	Instructor may provide face to face time on students request.
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments. Students will interact with each other via discussion postings on direct topics. Quizzes may also be assigned.
E-mail	Regular email correspondence and announcements.
Synchronous Dialog (e.g., online chat)	Online chat/Zoom, messaging.
Telephone	Instructor may provide telephone conference time.
Other DE (e.g., recorded lectures)	Instructor may provide videos, recorded lectures, and/or PowerPoint with lecture.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments. Students will interact with each other via discussion postings on direct topics. Quizzes may also be assigned.
Video Conferencing	Instructor may choose to provide online video conference/video chat times. Regular discussions between students via discussion boards or other collaborative tools, such as Google Docs., and Zoom.
Synchronous Dialog (e.g., online chat)	Online chat/Zoom, messaging.
Other DE (e.g., recorded lectures)	Instructor may provide videos, recorded lectures, and/or PowerPoint with lecture.
Telephone	Instructor may choose to provide telephone conference time.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates**Department Chair**

08/31/2020

Dean

09/01/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000556728

DOE/accreditation approval date

MM/DD/YYYY