

# CDE A200: ECE PROGRAM - THE CURRICULUM

Item	Value
Curriculum Committee Approval Date	09/21/2022
Top Code	130500 - Child Development/Early Care and Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)

## Course Description

Curriculum planning for preschool programs based on the individual development needs of the child. Formerly known as EC A200.  
 PREREQUISITE: CDE A155 or EC A155. Transfer Credit: CSU. C-ID: ECE 130.C-ID: ECE 130.

## Course Level Student Learning Outcome(s)

1. Design and implement curriculum based on observations and assessments to support play and learning using developmentally appropriate, inclusive and anti-bias principles in collaboration with all families to support all children.
2. Evaluate the effectiveness of the curriculum and the teacher's role and make adaptations or extensions to meet all children's needs.

## Course Objectives

- 1. Explain verbally and in writing, the sequence of play as central to development and learning for young children.
- 2. Define, explain and apply constructivist theory in curriculum planning for young children.
- 3. Identify key ways in which the environment functions as an essential component of curriculum.
- 4. 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.
- 5. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all children.
- 6. 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.
- 7. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.
- 8. Define how curriculum plans can be modified for inclusion of children with special needs.

- 9. Design curriculum plans and activities to include support of home language as well as development of English as a second language.
- 10. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent her/his world through symbols.
- 11. 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.
- 12. Use 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.
- 13. Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.
- 14. Identify the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum.
- 15. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.
- 16. Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

## Lecture Content

Introduction Key elements of curriculum Child Autonomy Construction of knowledge Teacher How curriculum is developed Teacher driven Child-centered Problems in curriculum planning NAEYC Developmentally Appropriate Curriculum Purpose Appropriate and inappropriate practices Philosophical differences Routines and curriculum planning Definition Importance and values of routines Teacher role Curriculum for routines Problem solving issues with routines Mini Case Studies Purpose Format Areas of development Interests and needs Criteria for quality statements Creation of mini case study in class Children and curriculum A. how infants/toddlers and preschoolers use materials and interact within the environment Working from interests and needs Determining an interest or need Looking at Zones of Proximal Development Deciding on a curriculum match Reflecting culture Responding to trauma, stress, natural disasters, and violence in children's lives Anecdotal records as a basis for curriculum Analyzing anecdotes for interests and needs Determining an appropriate response Planning for the whole child Social Emotional Physical Cognitive Defining cognitive curriculum Curriculum that encourages thinking and problem solving Appropriate math literacy and symbolic thinking activities Evaluating the learning experience Building on an activity or idea Add props Add materials Extend to another area Create complexity Web Working with Parents Handling parent concerns Preparing children for kindergarten Misconceptions about what is a valuable cognitive learning experience Holidays and the curriculum Why holidays are often the center of curriculum Problems with using holidays as curriculum Guidelines for holidays in the curriculum ECE programs and Curriculum Montessori Origins and purpose Unique qualities of the program Environment Materials and prescribed use Teacher role Respect Curriculum issues Head Start Origins and goals Unique features Providing the deprived child with mixed experiences Training and employing parents and people from the community Parent involvement High Scope Origins and goals Unique features Schedule and activities Key experiences Teacher role Parent involvement Longitudinal research results Reggio Emilia Origins and goals Unique features Projects

- depth of study Artist in residence Parent involvement Curriculum issues  
Waldorf Origins and goal Unique features Mind, body, and spirit Natural  
materials and supplies Form of study Use of art Respect

## Textbooks Resources

1. Required Curtis, Deb, Carter, Margie. Learning Together with Young  
Children, 2 ed. N.J.: Red Leaf Publishers, 2017 Rationale: -

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## Instructional Techniques

Lecture Class discussion Field trips Projects Exams

## Reading Assignments

Reading assignments from text (3 hrs/week).

## Writing Assignments

1-2 hrs/week Curriculum planning Exam Field trip report

## Out-of-class Assignments

1-2 hrs/week Statement of philosophy Written case studies Development  
of a curriculum web and plan based upon miniature case studies  
including rationale for activities Written evaluation of children's  
responses to curriculum plan and the development of appropriate follow  
up activities Report describing research and evaluation of an educational  
philosophy, curriculum model, or child care program

## Demonstration of Critical Thinking

Examinations, curriculum projects, group participation, and peer  
evaluation

## Required Writing, Problem Solving, Skills Demonstration

Assignments will include: 1. Statement of philosophy 2. Written  
case studies 3. Development of a curriculum web and plan based  
upon miniature case studies including rationale for activities 4.  
Written evaluation of children's responses to curriculum plan and the  
development of appropriate follow up activities 5. Report describing  
research and evaluation of an educational philosophy, curriculum model,  
or child care program

## Eligible Disciplines

Child development/early childhood education: Master's degree in child  
development, early childhood education, human development, home  
economics/family and consumer studies with a specialization in child  
development/early childhood education, or educational psychology  
with a specialization in child development/early childhood education  
OR bachelor's degree in any of the above AND master's degree in social  
work, educational supervision, elementary education, special education,  
psychology, bilingual/bicultural education, life management/home  
economics, family life studies, or family and consumer studies OR the  
equivalent. Master's degree required. Child development/early childhood  
education: Master's degree in child development, early childhood  
education, human development, home economics/family and consumer  
studies with a specialization in child development/early childhood  
education, or educational psychology with a specialization in child  
development/early childhood education OR bachelor's degree in any of  
the above AND master's degree in social work, educational supervision,  
elementary education, special education, psychology, bilingual/bicultural  
education, life management/home economics, family life studies, or  
family and consumer studies OR the equivalent. Master's degree required.