



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Child Development 115
Descriptive Title: Introduction to Curriculum
Course Disciplines: Child Development/Early Childhood Education
Division: Behavioral and Social Sciences

Catalog Description:

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age six. Students will examine the teacher's role in supporting development and fostering an enthusiasm for learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include language and literacy, social and emotional learning, sensory learning, art and creativity, music and movement, and math and science.

Conditions of Enrollment:

Prerequisite: Child Development 103 with a minimum grade of C or Concurrent Enrollment

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

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|--------------------------|----------------------------|---|
| Course Length: | X Full Term | Other (Specify number of weeks): |
| Hours Lecture: | 3.00 hours per week | TBA |
| Hours Laboratory: | 0 hours per week | TBA |
| Course Units | 3.00 | |

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 11/19/2012
Transfer UC: X Effective Date: Proposed

General Education:

El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Positively Influencing Development: Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
2. Anti-Bias Curriculum: Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
3. Active Learning Activities: Plan, implement, and evaluate learning activities for children in developmental domains (social, emotional, physical, cognitive, and language) and curriculum areas (math, science, music, movement, creative arts, language and motor skills).

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Define, explain, and apply constructivist theories such as those proposed by Piaget and Vygotsky to play based curriculum.
 - Other (specify)
 - Project
2. Compare and contrast play based curriculum that supports children in all domains of development.
 - Other (specify)
 - Project
3. Understand and articulate the role and influence of schedules and routines in relation to children's learning.
 - Term or other papers
4. Define major content areas of content learning for young children.
 - Other (specify)
 - In Class or Out-of-Class Projects
5. Discuss activities, materials and approaches which most effectively support learning in inclusive childhood classrooms.
 - Other (specify)
 - Project
6. Develop curriculum that addresses the development of social skills including self-regulation and self-help skills.
 - Other (specify)
 - Project
7. Develop activity plans that promote the development of emergent skills and support the progression of constructivist theorists.
 - Term or other papers
8. Demonstrate how theories support children's learning through the curriculum areas such as literacy and language arts, math, science, creative art and music and movement.
 - Other (specify)
 - In Class or Out-of-Class Projects

9. Develop curriculum that affirms and respects culture, ethnicity, children with special needs, and English Language Learners (ELL).
 - Other (specify)
 - In Class or Out-of Class Projects
10. Evaluate the teacher's role in best practices in development, implementation and assessment of curriculum in the program.
 - Term or other papers
11. Articulate the need and importance of developing observational and assessment skills in order to develop a curriculum that supports the needs of children and implements current standards of best practices.
 - Term or other papers
12. Develop, design and evaluate age appropriate foundations in all key curriculum areas that demonstrates an awareness and understanding of children's development learning processes.
 - Term or other papers
13. List and explain the key elements of the environment in enhancing the program and curriculum in program setting.
 - Term or other papers
14. Describe inclusive practices in curriculum planning and assessment with children and families.
 - Other (specify)
 - Project
15. Identify and describe key ways in which the environment functions as an essential component of children's learning.
 - Term or other papers
16. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
 - Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

| Lecture or Lab | Approximate Hours | Topic Number | Major Topic |
|----------------|-------------------|--------------|---|
| Lecture | 3 | I | Overview of Curriculum Development A. Domains of Development B. Curriculum Defined C. Curriculum Areas D. Components of Curriculum |
| Lecture | 6 | II | Learning Theories A. Developmental Theory and Curriculum Development B. Developmentally, Linguistically, and Culturally Appropriate Curriculum to Support the Development of the <i>Whole Child</i> C. Impact of Language and Culture on Children's Play and Learning D. Play as the Central Modality of Young Children's Learning E. Joy and Trust as the First Steps in Children's Learning F. Children as Sensory Learners G. Concept Development H. Individual Learning Styles and Modalities I. Impact of Special Needs on Learning and Development J. Impact of Social Identities on Learning |

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| Lecture | 7 | III | <p>Research, Assessment, and Current Issues</p> <p>A. Various Theories and Approaches to Curriculum</p> <ol style="list-style-type: none"> 1. Reggio 2. Montessori 3. Computer Based 4. High Scope 5. Waldorf <p>B. Innovative Approaches</p> <p>C. Current Research</p> <p>D. The Internet as a Resource</p> <p>E. National Associate for the Education of Young Children (NAEYC)</p> <p>F. State Standards, Desired Results, Foundations, Frameworks</p> <p>G. Formal Assessment Tools</p> <p>H. Accreditation Standards Regarding Curriculum</p> |
| Lecture | 9 | IV | <p>The Early Childhood Education Classroom</p> <p>A. The Early Childhood Classroom Learning Centers</p> <ol style="list-style-type: none"> 1. Dramatic Play 2. Blocks 3. Manipulatives 4. Art 5. Library 6. Science and Nature 7. Sensory/Motor <p>B. Components of Learning Environments</p> <ol style="list-style-type: none"> 1. Physical 2. Temporal 3. Interpersonal 4. Aesthetics <p>C. Social/Emotional Learning Environments Based on Delight and Engagement</p> <p>D. Classroom Environments that Reflect Children, Families, Cultures and Languages of the Communities Served</p> <p>E. Assessing All Curriculum for Access and Appropriate Inclusion Approaches</p> <p>F. Infant and Toddler Use of Materials and Environments</p> <p>G. The Curriculum Planning Process</p> <ol style="list-style-type: none"> 1. Key in Planning 2. Planning Continuum 3. Scaffolding 4. Presenting Concepts: Simple to Complex and Concrete to Abstract 5. Role of Schedules and Routines |
| Lecture | 3 | V | <p>Developing Activity Plans</p> <p>A. Objectives</p> <p>B. Concepts</p> <p>C. Procedures</p> <p>D. Integrated-Theme-based Related Activities</p> |
| Lecture | 6 | VI | <p>Observation and Documentation in Relation to Curriculum Development</p> <p>A. The Continuing Cycle of Observation</p> |

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| | | | <ol style="list-style-type: none"> 1. Assessment 2. Curriculum Planning 3. Documentation 4. Reflecting the Value and Sequence of the Child's Ability to Construct and Represent Her/His World Through Symbols <p>B. Types of Curriculum</p> <ol style="list-style-type: none"> 1. Emergent 2. Webbed 3. Themes 4. Project Approach <p>C. The Environment as Teacher</p> <ol style="list-style-type: none"> 1. Balance Between Naturalistic and Structured Spaces 2. Soft and Hard Spaces 3. Traffic Patterns 4. Protected and Open Spaces 5. Visual and Aesthetic Messages |
| Lecture | 6 | VII | <p>The Early Childhood Education Teacher</p> <p>A. Role of the Teacher in Fostering Social Attitudes, Values and Skills</p> <p>B. Role of Teacher as Informed, Caring, and Thoughtful Decision Maker</p> <p>C. Teacher Language</p> <ol style="list-style-type: none"> 1. Power Issues Related to Language 2. Honoring Linguistic Diversity <p>D. Selecting Activities, Materials and Equipment</p> <p>E. Teacher Reflection and Self Evaluation as Essential to Curriculum Development</p> <p>F. Collaboration</p> <ol style="list-style-type: none"> 1. All Levels of Staff 2. Teaching Staff and Families 3. Across Classrooms <p>G. Relationship Building</p> <ol style="list-style-type: none"> 1. Teacher and Child 2. Child and Child |
| Lecture | 14 | VIII | <p>Curriculum Areas</p> <p>A. Nutrition and Cooking</p> <p>B. Language and Literacy</p> <p>C. Dual-language Support Strategies</p> <p>D. Dramatic play</p> <p>E. Block Play and Physical Science</p> <p>F. Science and Nature</p> <p>G. Sensory Motor Learning</p> <p>H. Math and the Construction of Mathematical Thinking 0-6 Years</p> <p>I. Art and Creative Development</p> |
| Total Lecture Hours | | 54 | |
| Total Laboratory Hours | | 0 | |
| Total Hours | | 54 | |

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

The goal of this assignment is to help you discover a deeper understanding of the importance of play. Conduct a naturalistic observation of a child playing with open-ended materials, such as blocks, water table, or play dough. In a four- to five-page paper, write an analysis of the child's development exploring the materials using all domains of development (physical, socio-emotional, language, and cognitive development). Integrate what you have read in the textbook, learned in class discussions, and observed. Support your conclusions with research.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Review the concept of active reconstruction of knowledge. Write a four- to five-page paper in which you clearly explain the components of active learning. Describe what "active learning" means, its importance in curriculum, and how teachers might support it in the following curriculum areas: math, science, language arts, music and movement, and creative art.
2. Select a curriculum area and develop a learning activity plan based on a theme that can be integrated into the total curriculum for a day. In a two- to three-page paper, include the developmental objectives, concepts, procedures and theme-based integrated related activities to further develop or enhance the concepts and objectives presented in the plan.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Performance exams
Objective Exams
Written homework
Class Performance
Term or other papers
Matching Items
Presentation
Journal (kept regularly throughout the course)

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Guest Speakers
Internet Presentation/Resources
Lecture
Multimedia presentations
Role Play
Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Skill practice
- Required reading
- Problem solving activities
- Written work
- Journal
- Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

- Jackman, H., Berkey, J. & Wyatt, S. Early Education Curriculum: A Child's Connection to the World. 7th ed. Wadsworth, 2018.
- Deb Curtis and Margie Carter. Learning Together with Young Children: A Curriculum Framework for Reflective Teachers. 2nd ed. Redleaf Press, 2017
- Qualifier Text: Discipline Standard
- Vivian Gussin Paley. Molly is Three: Growing Up in School. 1st ed. University of Chicago Press, 1988.
- Qualifier Text: Discipline Standard

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Course Packet Prepared by Instructor

D. OTHER REQUIRED MATERIALS

1. Students will furnish various materials and supplies necessary for the preparation and presentation of learning activities

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

| Requisites | Category and Justification |
|--|----------------------------|
| Course Prerequisite Child Development-103 | Sequential |

B. Requisite Skills

| Requisite Skills |
|--|
| Student must have an understanding of typical development in the physical, cognitive, social, and emotional domains in order to develop appropriate curriculum experiences for children. |
| CDEV 103 - Demonstrate knowledge of the physical, socioemotional, cognitive and language development of children, both typical and atypical, in major developmental stages. |

C. Recommended Preparations (Course and Non-Course)

| Recommended Preparation | Category and Justification |
|---|--|
| English 1 | Category: Course Justification: This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills. |
| Eligibility for English 1A or qualification by appropriate assessment | Category: Non-Course Justification: This course involves reading college level textbooks, developing projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills. |

D. Recommended Skills

| Recommended Skills |
|---|
| <p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. In addition, writing is required for essay questions and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> |

E. Enrollment Limitations

| Enrollment Limitations and Category | Enrollment Limitations Impact |
|-------------------------------------|-------------------------------|
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Course created by Janet Young on 03/24/2012

BOARD APPROVAL DATE: 11/19/2012

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by: Michelle Moen

Date: March 27, 2019

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