

Child Development 115

Introduction to Curriculum

3 units; 3 hours lecture

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.

Degree applicable Transfer CSU, UC

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.

Course Objectives:

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

Student Learning Outcomes (SLO):

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 active 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).

ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Student Code of Conduct

<https://www.elcamino.edu/administration/board/2019-policies/AP%205500%20Student%20Conduct%20.pdf>

Student Rights and Grievances Procedure 5530

<https://www.elcamino.edu/administration/board/boarddocs/AP%20530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>