COURSE SYLLABUS

CDEC 1413 – Curriculum Resources for Early Childhood Programs

Catalog Description: A study of the fundamentals of developmentally appropriate curriculum design and implementation in early care and education programs for children birth through age eight.

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Lecture hours = 4, **Lab hours** = 0

Prerequisites: None
Corequisite/Concurrent: Students will be required to submit to and pass a criminal background search as prescribed by the program and college. Failure to comply will result in a grade of F for the course.

Semester Credit Hours: 4
Lecture Hours per Week: 4
Lab Hours per Week: 0
Contact Hours per Semester: 64

State Approval Code: 19.0709
Class Section Meeting Time: Online—students are expected to spend at least four hours per week reading and reviewing course materials and completing assignments.

Instructional Goals and Purposes: The purpose of this course is a) to introduce students to developmentally-appropriate practice (DAP) and its application in curriculum design and implementation in early childhood education programs, and b) to provide opportunities for students to engage in practical application of the course concepts through direct interaction with young children in a child- care/educational setting.

Learning Outcomes:
After studying all materials and resources presented in the course, the student will be able to:

1. Define developmentally-appropriate practices.
2. Describe the process of child-centered curriculum development.
3. Develop guidelines for creating learning environments.
4. Describe teacher roles in early childhood classrooms.
5. Prepare a developmentally-appropriate schedule including routines and transitions.
6. Select, plan, implement, and evaluate developmentally-appropriate learning experiences for children

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

1. **Define developmentally-appropriate practices.** (SCANS: 1a-i, 1a-iv,1b-i,1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
   a. Identify developmentally-appropriate practice, including child development and learning, and individual strengths, interests, and needs.
   b. Identify developmentally-appropriate strategies to guide children from inappropriate to appropriate behaviors.

2. **Describe the process of child-centered curriculum development.** (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
   c. Discuss why historical information is important to early childhood education.
   d. Define and outline the theories of Erik Erikson, Jean Piaget, Lev Vygotsky, and Howard Gardner.
   e. Explain the importance of pre-kindergarten and kindergarten as foundations for future education.
   f. Discuss the importance of play in the lives of young children and identify the developmental stages of play.
   g. Explain the process of planning and implementing a developmentally-appropriate environment for young children, including communicating with parents.
   h. Define curriculum and discuss the process of curriculum development.
   i. Identify and describe early childhood curriculum models and theories.
   j. Describe the importance of social and cultural identity in child development.

3. **Develop guidelines for creating learning environments.** (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
   a. Identify the importance of using themes, units, projects, and webs in curriculum development and specify curriculum areas appropriate for early education programs.
   b. Discuss language and literacy development in young children and relate stages of child development to literacy development.
   c. Describe effective use of children's literature in developing literacy skills.
   d. Discuss the development of math skills in young children.
   e. Outline goals for developmentally-appropriate math, science, and social studies programs for young children.
   f. Specify types of field trips and discuss planning and preparation for the trips.
   g. Identify how art, music, movement, and dramatic play experiences contribute to physical, cognitive, social, emotional, perceptual, and language development.
   h. Discuss children's developmental stages in art.
   i. Discuss ways families can help in collecting/developing materials for learning centers and art/music/dramatic play programs.
   j. Discuss the importance of sensory experiences in early childhood education programs.

4. **Describe teacher roles in early childhood classrooms.** (SCANS: 1a-i, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-vi, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
   a. Discuss the importance of organizations in the subject areas that support early education curriculum.
   b. Develop awareness of, and sensitivity to, cultural and linguistic diversity and provide a multicultural/anti-bias and inclusive educational environment in which all children can succeed.

5. **Prepare a developmentally-appropriate schedule including routines and transitions.** (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
   a. Define and give examples of developmentally-appropriate ways to support emergent literacy at home and in an early education program.
   b. Describe a developmentally-appropriate environment for early education art, music, movement, and dramatic play programs.
   c. Identify appropriate materials and activities to enhance sensory exploration.
   d. Identify appropriate materials and activities for math, science, and social studies curriculum.

6. **Select, plan, implement, and evaluate developmentally-appropriate learning experiences for children.** (SCANS: 1a-i, 1a-ii, 1a-iv, 1b-i, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iv, 1c-v, 2a-i, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2d-i, 2e-i)
   a. Observe, plan, and evaluate developmentally-appropriate early childhood learning environments, indoors and outdoors, including the selection of equipment, materials, and supplies

7. **Complete field experiences in a child-care/educational setting.** (SCANS: 1a-i, 1a-ii, 1a-iv,1b-i, 1b-ii, 1b-iii, 1b-iv, 1b-v, 1b-vi, 1c-i, 1c-ii, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-ii, 2b-iv, 2b-v, 2b-vi, 2c-i, 2c-ii, 2c-iv, 2d-i, 2d-ii, 2d-iii, 2e-i, 2e-iii)
   a. Observe, plan, and evaluate developmentally-appropriate early childhood learning environments, indoors and outdoors, including the selection of equipment, materials, and supplies.
   b. Select and describe ways to use observation, assessment strategies, and evaluation as part of the curriculum development process.
   c. Describe how to use observation and assessment to support literacy learning in an early childhood classroom.
   d. Document observations and present information using standard conventions of English in the required class format.

Course Content:
Students in all sections of this course will be required to do the following:

1. Read assigned sections in the text.
2. Use Canvas to access assignments and course materials.
3. Locate information in the library databases or on the Internet when assigned.
4. Use Canvas email to communicate with the instructor.
5. Interact with other students and the instructor via the Canvas discussion board.
6. Complete these assignments and exams showing progress toward mastery of objectives listed in the Syllabus:
   a. Projects
   b. Discussions
   c. Chapter Quizzes
   d. Exams (3—including comprehensive Final Exam)
7. Complete field study requirements.
   a. Field Experience Documentation (Time Logs, Teacher Evaluations)
   b. Field Experience Reflective Journal

Methods of Instruction/Course Format/Delivery: Students in all sections of this class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be **required** to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos
- Discussion Board
- Practice Exams
- Quizzes
- On-site Field Experience

Major Assignments / Assessments:
The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments/Assessments:

Field Experience Journal and Documentation = 30%

Assignments: = 20%

- Projects
- Discussions
- Chapter Quizzes

Exams, including a comprehensive Final Exam = 50%

Field Experience Journal and Documentation: Students will complete four hours of on-site observation in a preschool/day-care center setting. A time log, teacher evaluations, and a reflective journal will document completion of the observations. Failure to complete the entire four-hour assignment will result in a grade of F in the class, regardless of performance on other assignments.

Assignments: Assignments include responses to online discussion threads, chapter and other content quizzes, and a variety of projects related to the topics under study. A service-learning component is included in projects.

Exams: Students will complete two unit exams and a comprehensive final exam.

Course Grade:
The grade for this course will be based on the Grading Scale listed below.

To earn a passing grade, all required documents for the four-hour field study component MUST be submitted ON or BEFORE the DUE DATE. Students who do not complete **all** four hours will not receive credit for the course, regardless of performance on other assignments.

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 20%
70-79%	C	Field Experience = 30%
60-69%	D	
Below 60%	F	

Texts, Materials, and Supplies:
- **TEXTBOOK(S):** *Early Education Curriculum, 5th Edition,* by Hilda L. Jackman. (2012). Belmont, CA: Wadsworth. **ISBN: 9781111342647**

- **SOFTWARE: Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer—** updated as necessary; access to MS WORD.

Required Readings: Textbook

Other:
- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder:* http://www.panola.edu/student-success/documents/pathfinder.pdf

SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

   a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
   ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
   v) Speaking: Organize ideas and communicate orally.

   b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   i) Creative Thinking: generate new ideas.
   ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
   iii) Problem Solving: recognize problems and devise and implement plan of action.
   iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
   v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
   vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
   i) Responsibility: exert a high level of effort and persevere toward goal attainment.
   ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
   iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
   v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

   a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
   i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
   Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills**: A worker must work with others effectively.
   i) Participate as a Member of a Team: contribute to group effort.
   ii) Teach Others New Skills.
   iii) Serve Clients/Customers: work to satisfy customer's expectations.

iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.

i) Acquire and Evaluate Information.

ii) Organize and Maintain Information.

iii) Interpret and Communicate Information.

iv) Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.

i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.

ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.

iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.

i) Select Technology: choose procedures, tools or equipment including computers and related technologies.

ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.

iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.