COURSE OUTLINE

Course Number 214	**Course Title:** Curriculum and Methods for Early Childhood	**Credits:** 3
Hours: 3 **lecture/Lab/Other**	**Co- or Pre-requisite:** EDU 120	**Revision:** 8/2017

Catalog description:

Curriculum and Methods for Early Childhood is designed to expose students to a variety of methods for the planning and implementation of quality instruction in an early childhood setting. Students will discover strategies for creating positive learning environments while developing curricula for various subjects and learning styles. This course is necessary for students pursuing the early childhood concentration, but is open to non-majors interested in the field of early childhood.

Required texts/other materials:

Bullard, J. (2009). *Creating environments for learning.* Upper Saddle River: Merrill Pearson Education.

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Course Competencies/Goals:

The student will be able to:
- Understand the concept of curriculum in general as well as how it applies to children between birth through age eight.
- Understand the various philosophies of curriculum development. For example, "Developmentally Appropriate Curriculum."
- Identify curriculum resources.
- Demonstrate the value of teacher made curriculum resources.
- Identify and design developmentally appropriate curricula, in all subject areas.
- Effectively plan units of study and individual lesson plans.
- Understand the importance of creating a language rich environment.
- Identify the stages of children's language development between birth and eight.
- Identify, infuse, and utilize methods to enhance all curricular.
- Demonstrate a commitment to multicultural curriculum and varied learning styles.

Course-Specific General Education Knowledge Goals and Core Skills

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will utilize computer and research skills to enhance instruction and support in early childhood learning environments.

Goal 5. Social Science. Students will demonstrate an awareness of early childhood environments and instruction.

Goal 8. Diversity. Students will develop and solidify an understanding of diversity in regard to family institutions and early childhood settings. Students will reveal a commitment to such diversity by striving to create multicultural, inclusive learning environments

Goal 9. Ethical Reasoning and Action. Students will exhibit professionalism and ethical reasoning when creating and implementing early childhood learning environments.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will apply newly procured content and theory of early childhood to the design of varied learning units.

Goal C. Ethical Decision-Making. Students will demonstrate appropriate ethical behaviors and actions and discuss relevant scenarios.

Goal D. Information Literacy. Students will conduct and evaluate research in the field of early childhood instruction. This information will be applied to the creation and design of quality early childhood settings.

Goal E. Computer Literacy. Students will utilize appropriate research methods via electronic means; computer skills, and the importance of technology in education will be present throughout the course.

Goal F. Collaboration and Cooperation. Students will demonstrate effective communication and collaboration skills which support early childhood learning.

Units of Study in Detail

Unit I. *Understanding the learning environment.*
Learning Objectives
The student will be able to...

- Explain the importance of play, active learning, social and cultural contexts, and early experiences and how they relate to an early childhood environment. (Course Competencies 1, 2; Gen Ed Goal 5)
- Identify theorists and approaches (Montessori, Piaget, Vygotsky, Reggio Emilia) which support the creation of a quality early learning environment. (Course Competencies 1, 2, 4)
- Identify the components of a quality and rich early learning environment, including the development of centers and libraries. Identify the role and impact of nutrition on development and learning. (Course Competencies 1, 2, 4)
- Develop and apply methods for interacting with children in well designed classrooms.

Unit II. Planning emotionally supportive and equitable environments—providing structure and a context for learning.
Learning Objectives
The student will be able to...
- Develop an understanding of emotionally supportive practices, such as the circle of courage. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
- Identify procedures which guide children to become independent and self-regulating, as well as encourage social and emotional skills. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5; Core Skill B)
- Discover planning techniques which reflect knowledge of the importance of structure and routines—including effective transitions, daily schedules, and group assignments. (vision, hearing, touch, smell, taste and movement). (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
- Identify methods for delivering, assessing and documenting children's learning, such as webbing, Venn diagrams, and KWHL charts (*Know, Want to Know, How to find out, and What we learned).* (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit III. Creating and arranging safe, healthy, effective, and age appropriate environments.
Learning Objectives
The student will be able to...
- Identify routines which contribute to a healthy learning environment, including hand washing, air quality control, and sanitizing. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
- Develop an understanding of the importance of curiosity—identify techniques for the arrangement of learning materials.
- Evaluate various classroom arrangements for their encouragement of growth, development, and advancement.
- Internalize the importance of the concept that learning is everywhere—identify appropriate techniques which enable the fusion of curriculum and the physical environment. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)

Unit IV. Developing literacy centers and curriculum.
Learning Objectives
The student will be able to...
- Identify the components of literacy: oral, listening, print awareness, phonological awareness, alphabet identification. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
- Create effective literacy units and centers.

- Identify effective questioning techniques.
- Develop literacy units which address a variety of skills and learning styles as well as reflect attention to diversity.
- Demonstrate an awareness of the connection between literacy and future academic success; identify supportive measures which result in positive attitudes about literacy and learning.

Unit V.   Developing manipulative and sensory centers and curriculum.
   Learning Objectives
   The student will be able to...
- Understand the development of fine and gross motor movement in young children. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
- Create activities which encourage physical development and address a variety of learning styles.
- Design learning units and centers which tap into a child's development in the area of kinesthetic learning and stimulate sensory awareness.

Unit VI.   Developing science centers and curriculum.
   Learning Objectives
   The student will be able to...
- Discover the importance of science education and identify specific concepts pertinent to child development. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5; Core Skill B)
- Develop curriculum which reflects an understanding of scientific concepts and encourages a child's natural curiosity in this realm.
- Assist children with the development and growth of scientific vocabulary.
- Implement both earth and space science standards.
- Identify strategies to harness outdoor scientific exploration.
- Evaluate various science centers for age appropriateness, critical-thinking, sensory stimulation, and the cognitive domains of learning.

Unit VII.   Developing math centers and curriculum.
   Learning Objectives
   The student will be able to...
- Develop math curriculum which reflects an awareness of problem, reasoning, communication, and manipulation for young children.
- Identify and implement daily activities which tap into mathematical expression and reasoning.
- Develop an understanding of the importance and effectiveness of math manipulatives in lesson planning and center development. (Course Competencies 1, 2, 4, 5; Gen Ed Goal 5)
- Provide for active manipulation of concrete materials.
- Develop clearly defined mathematical goals and objectives.
- Model mathematical learning and problem solving skills for all learning styles.
- Evaluate various math centers for age appropriateness and effective mathematical techniques.

Unit VIII.   Developing block centers and dramatic play centers.
   Learning Objectives
   The student will be able to...
- Develop an understanding of the importance of play in early childhood education.

- Evaluate various play centers in an early childhood setting; particularly block centers.
- Select age appropriate materials to facilitate the natural learning process in children from birth through about age six.
- Understand the importance and impact of dramatic play for early childhood learning environments.
- Develop curriculum and lesson plans which encourage cognitive, social, and physical development in natural play settings.
- Effectively address various learning styles and identify ways to make accomodations in play settings in an early childhood setting.

Unit IX.   Developing art centers
   Learning Objectives
   The student will be able to...
- Identify and understand the stages of art development in early childhood: scribble stage, pre-schematic stage, and schematic stage.
- Discover how art centers contribute to all areas of child development.
- Evaluate various art centers for age appropriate materials and.
- Implement various strategies which encourage creativity and appreciation of art.
- Design curriculum and individual lessons which reflect an awareness of the importance of art during early childhood stages.
- Design curriculum in the area of art which addresses various learning styles and levels.

Unit X.   Developing music centers and curriculum.
   Learning Objectives
   The student will be able to...
- Identify how music, and its infusion into the curriculum, enhances child development.
- Discover the impact of music on cognitive, motor, language, social and emotional development.
- Design lesson plans which provide many opportunities for young children to experience music and encourage expression.
- Implement multicultural learning and expression via musical infusion.

Unit XI.   Integrating technology into the early childhood curriculum.
   Learning Objectives
   The student will be able to...
- Demonstrate effective uses for technology when designing early childhood curriculum.
- Design an early childhood setting which encourages children to use technology both independently and collaboratively.
- Develop strategies for providing equal access to technology in the classroom.
- Implement technology to support and enhance the learning environment.
- Identify the strong impact of media on child development; select appropriate materials and model appropriate uses.

Unit XII.   Encouraging special interests and physical education.
   Learning Objectives

The student will be able to...
- Design curriculum and lesson plans which address the importance of physical education.
- Provide many opportunities for children to develop personal interests and express individuality.
- Implement strategies which meet the needs of all learners in regard to physical education.
- Create a learning environment which encourages movement, while fostering individual strengths.

Unit XIII. Creating outdoor learning environments
The student will be able to...
- Identify and explain the importance of outdoor play.
- Identify various playgrounds for age appropriate development: infant/toddler, preschool, and early elementary.
- Evaluate various outdoor play environments for their safety, design, and facilitation of social and motor development.
- Recognize the importance and possibilities of outdoor play.
- Create learning schedules that allow for outdoor play and learning.
- Design environments which accommodate all physical and developmental levels.

Evaluation of Student Learning

Evaluation Tools	Percentage of Grade
Participation, in-class projects, and attendance.	20%
Literacy Project: Library visit evaluation, and selection and presentation of children's literature.	20%
Midterm	20%
Unit Plan Project: the creation of a comprehensive portfolio of lesson plans addressing all course content and areas.	20%
Final	20%

<u>Academic Integrity Statement:</u>

Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception.

- Students should never:
  - Knowingly represent the work of others as their own
  - Knowingly represent previously completed academic work as current
  - Fabricate data to support academic work
  - Use or obtain unauthorized assistance in the execution of any academic work
  - Give fraudulent assistance to other students
  - Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized. For a single violation the faculty member will determine the course of action. This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation. The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later) violation. The student has right to a hearing and also to appeal any decisions. These rights are outlined in the student handbook.