I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

CLDDV 107 Introduction to Curriculum 3 Units
Formerly listed as: CLDDV - 107: Introduction to Child Development Curric
Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL 50.

Overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age eight. Examine a teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. Overview of content areas will include, but not be limited to: principles of learning, models of curricular philosophies and programs, and integration of domains of development emphasizing language and literacy, social and emotional learning, sensory learning, art and creativity, math, and science, supporting inclusion of children with special needs.

Field trips might be required. (A-F or P/NP - Student choice) Lecture
Transfer: (CSU)

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT
1. Required Content:
   a. Learning theories (Curriculum Alignment Project CAP)
      i. Developmental theory as it applies to curriculum development
      ii. Developmentally, linguistically, and culturally appropriate curriculum to support the development of the whole child (Early Intervention Core Competency, EICC)
      iii. Impacts of language and culture on children's play and learning (EICC)
      iv. Play as the central modality of young children's learning (EICC)
      v. Joy and trust as the first steps in children's learning
      vi. Children as sensory learners (EICC)
      vii. Concept development
      viii. Individual learning styles and modalities
      ix. Impact of special needs on learning and development (EICC)
      x. Impact of social identities on learning
   b. ECE Classrooms
      i. Early childhood classroom learning centers: e.g. dramatic play; blocks; manipulatives; art;
library; science and nature; sensory/motor; etc.

ii. Aesthetic components of learning environments

iii. Social/emotional learning environments based on delight and engagement

iv. Classroom environments that reflect the children, families, cultures, and languages of the communities served

v. Assessing all curriculum for access and appropriate inclusion approaches (EICC)

vi. Infant and toddler use of materials and environments

vii. The curriculum planning process for all children: infants, toddlers, young children, at risk and/or individuals with disabilities (EICC)

viii. Observation and documentation as related to curriculum development (EICC)

ix. The continuing cycle of observation, assessment, curriculum planning, documents, including key roles of the teacher/early interventionist, set-up, instruction, and elaboration of curriculum (EICC)

x. Curriculum planning that reflects the value and sequence of the child's ability to construct and represent her/his world through symbols

xi. Curriculum plans that affirm and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity (EICC)

xii. Curriculum plans and activities that include support of home language as well as development of English as a second language as well as language delays (EICC)

xiii. Emergent curriculum, webbed curriculum, themes, project approach

xiv. Environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages

xv. Including all children and modification of curriculum plans and the environment by adapting equipment to increase access for children with disabilities and other special needs to develop socialization skills, self-regulation, and self-help skills (EICC)

xvi. Adapting equipment and increasing access for children with disabilities, other special needs.

c. ECE Teacher

i. Role of the teacher in fostering social attitudes, values, skills, and family involvement

ii. Role of teacher as informed, caring, thoughtful decision maker

iii. Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language (EICC)

iv. Selecting activities, materials, and equipment, meeting goals

v. Observe and document children at play to plan appropriate curriculum in all content areas

vi. Teacher reflection and self-evaluation as essential to curriculum development (EICC)

vii. Teacher behaviors that reflect best practices based on current research

viii. Collaboration: all levels of staff; teaching staff including early intervention practitioners/specialists and families; across classrooms (EICC)

d. Curriculum topics that may be specifically addressed
i. Nutrition and cooking
ii. Language and literacy, dual language support strategies
iii. Dramatic play
iv. Block play and physical science
v. Science and nature
vi. Physical/motor learning
vii. Sensory motor learning
viii. Math and the construction of mathematical thinking 0-8
ix. Art and creative development

e. Research, assessment, other issues
   i. Various theories and approaches to curriculum (e.g. Reggio Emilia, Waldorf, Montessori, High Scope)
   ii. Innovative approaches
   iii. The world-wide web as a resource
   iv. NAEYC "Beyond the Journal"
   v. State standards, desired results, foundations, frameworks
   vi. Formal assessment tools
   vii. Accreditation standards regarding curriculum

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL 50.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Comment and analyze reading selections in directed class discussion.

b. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

c. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or
incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);

d. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Class discussions including small and large group discussions, which promote critical thinking.
2. Field Trips (maybe)
3. Group Activities
4. Guest Speakers
5. Lecture
6. Audio/Visual Media
7. Assigned Readings
8. Multiple choice and/or essay quizzes and examinations
9. Multiple choice and/or essay quizzes and examinations
10. Written in-class and outside-of-class homework assignments that require synthesis of content including observations and assessment.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Weekly reflections or quizzes (10)
   b. Video reflections (5)
   c. Curriculum model group presentation (1)
   d. Curriculum model research papers (4)
   e. Curriculum model individual activity presentation (1)
   f. Curriculum area group presentation (1)
   g. Curriculum area individual activity presentation (1)
2. **EVIDENCE OF CRITICAL THINKING**  
*Assignments require the appropriate level of critical thinking*

a. Weekly reflections or quizzes (10): Students will summarize the content of chapters and provide their personal reflection on what they have learned in the reading and how they would apply that information or quizzes will be administered to provoke critical thinking, e.g.:
   
i. The purpose of observation is to:
   
ii. When working with children whose first language is not English, it is important to:
   
iii. When supporting children with disabilities in your classroom, identify strategies to help the young child during transitions.

b. Video reflections (5): After observing a video in class, students will summarize the key points, compare the information to the textbook, contrast the information in the textbook, and identify the most salient new information for them and what it means to them as a present/future early childhood educator.

c. Curriculum model research papers (4): Students will independently research four assigned curriculum models and summarize the key aspects for each model, including history and key contributors to the model. A summary of the research will be submitted and discussed within their small groups.

d. Curriculum model group presentation (1): Students will work in small groups to present one of four assigned curriculum models to peers:
   a. Montessori
   b. Waldorf
   c. High Scope
   d. Reggio Emilia/Project Approach

Students will identify key aspects of each curriculum model, present the history of the model, note key contributors to the model, and create a non-graded quiz to present to peer audience to provide feedback on clarity of the information presented.

e. Curriculum model individual activity presentation (1): Students will prepare an activity to correspond to their assigned curriculum model that incorporates Developmentally Appropriate Practices and Anti-Bias Curriculum. Students will create a write-up for their activity including appropriate age, inclusion considerations, extension activities, and role of teacher in presenting activity.

f. Curriculum area group presentation (1): Students will work in small groups to present key aspects of interest areas in the early childhood classroom, e.g., blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, and cooking. Each presentation will cover the following areas: how ____ promotes development in four domains (social/emotional, physical, cognitive, language); connecting ___ with curriculum objectives (assessment); creating an environment for ____, including selection of materials and display; what children learn in the ___ area (literacy, mathematics, science, social studies, arts, technology); and the teacher's role, including observation, responding to individual children, and ways to support children in moving to the next stage.

g. Curriculum area individual activity (1): Students will create an activity that would be performed in the chosen interest area and present the activity to peers. A written lesson plan will accompany the activity that includes the age of child, inclusion considerations, extension activities, and role of the teacher in presenting the activity.

h. Music/movement activity (1): Students will present, teach and lead a large group activity to their peers.
i. Observations (2): Students will observe children for specific developmental competencies. Students will then write up anecdotal observations and connect the observation to an activity that will promote the next developmental competency in that developmental domain.

F. TEXTS AND OTHER READINGS (TYPICAL)


4. Other: Portfolio materials

III. DESIRED LEARNING

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to:*

   identify four curriculum models, describe the curriculum models, and create an appropriate activity for each curriculum model addressing developmental domains.

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

   1. **Required Learning Goals**

      *Upon satisfactory completion of this course, the student will be able to:*

      a. Describe ways to fully include children of all abilities in the classroom environment, including modification of curriculum plans, accessibility and adaptation to create accessibility for all children. (Early Intervention Core Competency EICC)

      b. Explain verbally and in writing the sequence of play as central to development and learning for young children. (Curriculum Alignment Project CAP)

      c. Define, explain, and apply constructivist theory to a variety of curriculum models including High Scope, Montessori, Waldorf, Project Approach, and Reggio Emilia in curriculum planning for young children. (CAP)

      d. Identify key ways in which the environment functions as an essential components of curriculum. (CAP)

      e. 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. (CAP)

      f. Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language and literacy; physical/motor mastery; creativity and the arts; mathematics and science. (CAP)

      g. Demonstrate an understanding of the process of curriculum development for infants, toddlers, and young children at high risk and/or with disabilities. (EICC)

      h. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
(CAP)

i. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity. (CAP)(EICC)

j. Design curriculum plans and activities to include support of home language as well as development of English as a second language as well as language delays. (CAP) (EICC)

k. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent his/her world through symbols. (CAP)

l. 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. (CAP)

m. Using 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. (CAP)

n. Discuss the role of curriculum in supporting socialization, self-regulation, and self-help skills for all children. (CAP)

o. Identify the key roles of the teacher/early interventionist in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum. (CAP)

p. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development. (CAP)

q. Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning. (CAP)

r. Demonstrate an understanding of the process of curriculum development for infants, toddlers, and young children at high risk and/or disabilities. (EICC)

s. Demonstrate ability to assess, adapt, create access for children with disabilities, and other special needs. (EICC)

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class discussions including small and large group experiences, quizzes, and reflections on current reading assignment, guest speakers, lecture, text, and audio/visual media.

2. Written in-class and out-of-class homework assignments including research on curricular models, creation of curriculum activities, and observation and assessment, building on their student portfolio.

B. SUMMATIVE ASSESSMENT

1. Multiple choice and/or essay for mid-term and final examination.

2. Research Paper

3. Small group presentations