

CENTRAL TEXAS COLLEGE
SYLLABUS FOR CDEC 1313
CURRICULUM RESOURCES FOR EARLY CHILDHOOD PROGRAMS

Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. A study of the fundamentals of developmentally appropriate curriculum design and implementation in early care and education programs for children birth through age eight. The student will define developmentally appropriate practices; describe the process of child-centered curriculum development; and develop guidelines for creating learning environments. The student will describe teacher roles in early childhood classroom; prepare a developmentally appropriate schedule including routines and transition; and select, plan, implement, and evaluate developmentally appropriate learning experiences for children.
- B. This course is a required course for the AAS Degree and Certificates in the Child Development field.
- C. This course is occupationally related and serves as preparation for careers in Child Development.
- D. Prerequisite(s): None

II. LEARNING OUTCOMES

- A. Upon successful completion of this course, Curriculum Resources for Early Childhood Programs, the student will be able to:
 - 1. Define developmentally appropriate practices.
 - a. Describe developmentally appropriate practices as they apply to infants/toddlers, preschool, and school age children including children with children.
 - b. Evaluate classrooms to determine their placement on a continuum from developmentally appropriate to inappropriate in relation to room arrangement, activities, materials, and equipment.
 - c. Explain the value of play and its relationship to developmentally appropriate practices.
 - d. Describe how cultural and linguistic diversity are a part of developmentally appropriate practices.

2. Describe the process of child-centered curriculum development.
 - a. Compare curriculum approaches/model (e.g., child centered, project approach, teacher directed.)
 - b. Discuss the application of anti-bias curriculum.
 - c. Analyze different approaches to curriculum planning.
 - d. Describe a variety of assessment strategies and their role in the early childhood curriculum planning process.
 - e. Develop lesson plans for a specific group of children.
 - f. Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals, and content.
 - g. Analyze and develop an anti-biased, developmentally appropriate curriculum.

3. Develop guidelines for creating learning environments.
 - a. Describe the relationship between children's ages and developmentally appropriate learning environments for children birth through age eight.
 - b. Define learning environments and their relationship to learning through play.
 - c. Describe basic arrangement of learning environments that are developmentally appropriate for children birth through age eight.
 - d. Describe how to enhance creativity and aesthetics in the environment.

4. Describe teacher roles in early childhood classrooms.
 - a. Describe various roles of a teacher (e.g., observer, questioner, etc.)
 - b. Practice teacher roles in early childhood classrooms for children birth through age eight.
 - c. Demonstrate the ability to select the appropriate teacher role.
 - d. Adapt indoor and outdoor environment for children with special needs.

5. Prepare a developmentally appropriate schedule including routines and transitions.
 - a. Compare appropriate and inappropriate schedules for infants/toddlers, preschool and school age children.
 - b. Describe developmentally appropriate routines for use in classrooms.
 - c. Define and describe how to use transitions in classrooms.
 - d. Develop an appropriate schedule for a specific group of children.

- e. Select, plan, implement, and evaluate developmentally appropriate learning experiences for children.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. General

1. Participate in class, labs, or field experiences regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
7. Read all assigned selections from the text, or other, as assigned.
8. Ask instructor for permission before using audio-recorders to record face-to-face classes.
9. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

- B.** Students do not have a lab requirement for this course.

V. EXAMINATIONS

- A.** There will be at least two examinations. (Quizzes are optional.)
- B.** Make-up examinations will be given only with the instructor's permission.
- C.** All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS

- A.** Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

<u>Percentage</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Withdrawal from course:** It is the students responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses
 Friday of 4th week for 6-week courses
 Friday of 6th week for 8-week courses
 Friday of 7th week for 10-week courses
 Friday of 9th week for 12-week courses
 Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.”

This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. **Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.

- D. **Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

- E. **American with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

- H. **Scholastic Honesty:** All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy.

Each student should avoid:

1. **Plagiarism**: the taking of passages or ideas from writings of others without giving proper credit to the source.
2. **Collusion**: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
3. **Cheating**: giving or receiving information on an examination, homework, or projects.

VIII. COURSE OUTLINE

A. **Unit One**: Developmental Appropriateness for Infants

1. **Unit Objectives**: Upon successful completion of this unit, the student will be able to:
 - a. Read and discuss the NAEYC Position Statement on Developmentally Appropriate Practice: birth through eight years old.
 - b. Identify and describe the characteristics of the excellent teacher.
 - c. Identify and discuss the developmentally appropriateness for early childhood programs.
 - d. Explore and evaluate the growth and development in relation to children at birth up to mobile infants.
 - e. Discuss the key factors associated with the adult and the parent relationship.
 - f. Compare the developmentally appropriateness in contrast to inappropriateness in relation to birth up to mobile infants.
 - g. Implement developmentally appropriate teaching strategies and establish learning goals for children birth up to mobile infants.
 - h. Describe and discuss the domains relationship between: birth to mobile infants.
2. **Learning Activities**:
 - a. Class lecture.
 - b. Outside sources
 - c. Reading assignment: Chapters: 1-3, *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through age 8*, 3rd edition.
 - d. Prepare, discuss, and compare in class the growth and development from birth to the mobile infant.
 - d. Plan and prepare learning goals for infants.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.

Video: NAEYC Developmentally Appropriate Activities

5. **Unit Outline:**

- a. Read the NAEYC Position Statement.
- b. The intentional role of the excellent teacher.
- c. Guidelines for Developmentally Appropriate Practice in: Curriculum, Adult-Child Interaction, and Relations between the Home and Program.
- d. Growth and development: birth up to the mobile infant.
- e. Adult and parent relationships.
- f. Appropriateness versus inappropriate practices.
- g. Appropriate teaching strategies and learning goals.
- h. The infants' connection to the domains.

B. **Unit Two:** Developmental Appropriateness for Mobile to Toddler Age

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Read and review the NAEYC Position Statement on Developmentally Appropriate Practice: birth through eight years old.
- b. Trace the developmental stages of children from the mobile infant through the toddler years.
- c. Describe and discuss the teacher's role in an early childhood classroom.
- d. Discuss the main components in association with the relationships between the adults and the parents.
- e. Compare the developmentally appropriateness in contrast to the inappropriateness for mobile infants to the toddler years.
- f. Implement developmentally appropriate learning experiences for the mobile infant to the toddler years.
- g. Design and develop a learning environment conducive to the age group served to include scheduling and routines.
- h. Identify and describe the four domains in relation to the mobile infant up to the toddler years.
- i. Plan and prepare a language learning experience appropriate for mobile to toddler age.

2. **Learning Activities:**

- a. Class lecture.
- b. Outside sources.
- c. Reading assignment: Chapters: 1-3, *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children Birth through Age 8*, 3rd edition.
- d. Students will observe and document children (mobile-toddlers) in a classroom setting.
- e. Compare and identify domain learning experiences in the classroom for mobile infants to the toddler years.
- f. Plan an appropriate learning environment and compare in class.
- g. Select and discuss appropriate language learning experiences for mobile infants and toddlers.
- h. Plan, prepare, and demonstrate a language learning experience.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor

5. **Unit Outline:**

- a. Read the NAEYC Position Statement.
- b. The developmental stages.
- c. The teacher's role.
- d. Positive relationships involving adults and parents.
- e. Appropriate versus inappropriate practices.
- f. Planning the indoor learning environment:
 - (1) Sensory components
 - (2) Room arrangement
 - (3) Play is learning
- g. Plan a daily schedule along with routines.
- h. The four domains relationship to learning.
- i. Language learning demonstration.

C. **Unit Three:** Preschool Children Ages: 3 to 5 Years

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Read and review the NAEYC Position Statement on Developmentally Appropriate Practice: birth through eight years old.
- b. Discuss and describe the teacher's role in an early childhood setting.
- c. Discuss the essential domain elements and incorporate them into appropriate learning experiences for early childhood programs.

- d. Compare the developmentally appropriateness in contrast to the inappropriateness for the preschool child.
- e. Choose themes and develop into units with developmentally appropriate activities for a given age group.
- f. Describe the rationale for each learning interest center.
- g. Use the learning centers, both indoor and outdoor, to develop lesson plans.
- h. Plan and prepare a Puppet Show for young children.

2. **Learning Activities:**

- a. Class lecture.
- b. Outside sources.
- c. Reading assignment: Chapters: 4 & 5, *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through Age 8*, 3rd edition.
- d. Plan and develop lesson plans.
- e. Evaluate learning/interest centers.
- f. Student will plan, prepare, and demonstrate a Puppet Show in class. Along with the Puppet Show, student will make at least one teacher made puppet. Instructors may assign themes for this project.
- g. Compare all resource materials.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.

5. **Unit Outline:**

- a. Review the NAEYC Position Statement.
 - (1) Teacher's role.
 - (2) The four domains.
 - (3) Appropriateness versus inappropriate practices.
- b. Texas Essential Elements for Pre-K and Kindergarten.
- c. Unit Themes/Lesson Plans.
- d. Learning Centers:
 - (1) Creative Arts/Aesthetics
 - (2) Science
 - (3) Math
 - (4) Computer
 - (5) Blocks
 - (6) Manipulative
 - (7) Language/Literacy
 - (8) Library
 - (9) Dramatic Play
 - (10) Music

- (11) Woodworking
- (12) Sensory Table
- (13) Outdoor

D. Unit Four: The Kindergarten Years: Ages: 5 & 6 Year Olds

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. Review the NAEYC Position Statement on Developmentally Appropriate Practice: birth through eight years old.
 - b. Identify and evaluate the teacher's role in connection to the appropriate teaching strategies.
 - c. Discuss and describe the essential domain elements and incorporate them into appropriate learning experiences for the age group served.
 - d. Plan and prepare appropriate learning experiences in relation to kindergarten age children.
 - e. Discuss and assess the transitional process into and out of kindergarten.
 - f. Compare the developmentally appropriateness in contrast to the inappropriateness for the kindergarten child.
 - g. Select, plan, and prepare one of the following: Math, Science, Language/Literacy learning experiences.

2. **Learning Activities:**
 - a. Class lecture.
 - b. Outside resources.
 - c. Reading assignment: Chapters: 6 & 7, *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through Age 8*, 3rd edition.
 - d. Observe and document the teacher's role as an active participant in a classroom setting for age served.
 - e. Plan and implement learning activities in connection to the four domains.
 - f. Discuss and compare the key factors in the transitional process in association with children in and out of kindergarten.
 - g. Design and create a lesson plan in relation to age served. Discuss and identify what is appropriate and inappropriate for the children served.
 - h. Student will select one of the following: Math, Science, or Language/Literacy learning experiences. Student will plan, prepare and demonstrate the teacher made learning experience in class.

3. **Equipment and Materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.
5. **Unit Outline:**
 - a. Review the NAEYC Position Statement.
 - b. Appropriate teaching strategies.
 - c. Plan and implement the domain elements in relation to developmentally appropriate learning activities.
 - d. The transitional process of children in and out of kindergarten.
 - e. Appropriate versus inappropriate practices.
 - f. Lesson Plans appropriate for kindergarten children.
 - g. Texas Essential Elements for Kindergarten and First Grade.
 - h. Student demonstrations of teacher made Learning Experiences.

E. Unit Five: The Primary Grades: Ages: 6-8 Years Olds

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. Review the NAEYC Position Statement on Developmentally Appropriate Practice: birth through eight years old.
 - b. Describe and explain the teacher's role to meet the required challenges within an integrated curriculum that is appropriate for the primary grades.
 - c. Discuss and describe the essential domain elements and incorporate them into appropriate learning experiences for the primary grades.
 - d. Describe and explain the cultural diversity among English language learners.
 - e. Compare the developmentally appropriateness in contrast to the inappropriateness for the primary grades.
 - f. Plan appropriate learning experiences in relation to the primary grades.
 - g. Plan and prepare a teacher made game for the primary grades.
2. **Learning Activities:**
 - a. Class lecture.
 - b. Outside sources.
 - c. Reading assignment: Chapters: 8 & 9, *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth through Age 8*, 3rd edition.
 - d. Select and plan appropriate learning activities for children in the primary grades based on the four domains.
 - e. Observe and document the classroom environment for cultural diversity.
 - f. Using appropriate teaching strategies for the primary grades explore and construct multiple learning experiences for the children served.

- g. Plan, prepare, and demonstrate a teacher made game for the primary grades.

3. **Equipment and materials:** Per instructor.

4. **Audio-Visual Aids:** Per instructor.

5. **Unit Outline:**

- a. Review the NAEYC Position Statement.
- b. The teacher's role in meeting the required challenges.
- c. The application of an integrated curriculum for the primary grades.
- d. The domain elements combined with appropriate learning experiences.
- e. Cultural diversity between English language learners.
- f. Appropriate versus inappropriate practices.
- g. Learning experiences for the primary grades.
- h. Teacher made game for the primary grades.