

EARLY CHILDHOOD DEVELOPMENT PROGRAM  
BUNKER HILL COMMUNITY COLLEGE  
GENERIC SYLLABUS FOR REQUIRED COURSE

COURSE TITLE:

ECE 104 Curriculum in Early Childhood Education

COURSE DESCRIPTION:

This course is a study of learning in early childhood education programs with emphasis on curriculum development in areas such as art, music, science, literature, math, language arts and literacy development, dramatic play, sensory play, and block and manipulative play.

COURSE COMPETENCIES: After completing this course the student should be able to construct curriculum with attention to the nature of learning, the importance of play in childhood, and the role of the teacher in designing specific curriculum areas. Upon completing the course, competencies should be shown in the following:

Child development and learning:

1. Uses knowledge of how young children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, aesthetic development of all young children from birth through age 12. (Level I, II, & III)
2. Applies knowledge of cultural and linguistic diversity to create environments and experiences which affirm and respect children from diverse backgrounds and which promote anti-bias approaches and support home-language diversity and cultural practices. (Level I)
3. Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. (Level I, II, & III)

Curriculum development and implementation:

4. Uses a variety of strategies to encourage children physical, social, emotional, aesthetic, and cognitive developments within families and in programs for young children (Level I & II, & III)
5. Plans and implements developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and program goals using developmentally appropriate methods including play, small group projects, and inquiry experiences which help young children develop curiosity, make decisions and become critical thinkers. (Level I, II, & III)
6. Demonstrates current knowledge of and ability to implement meaningful, integrated learning experiences in curriculum content areas, including language and literacy, math, science, health, safety, nutrition, social studies, art, music, drama, and movement, which is based on children's needs and interests. (Level I, II, & III)
7. Creates, evaluates, and selects developmentally appropriate materials, equipment, and environments. (Level I, II, & III)

Family and community relationships:

8. Involves families in planning for individual children, including children with disabilities, developmental delays, or special

abilities and demonstrates sensitivity to differences in family structures, social and cultural backgrounds. (Level I)

Assessment and evaluation of young children:

9. Observes, records, and assesses young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences, including children with special needs. (Level I, II, & III)

Professionalism:

10. Demonstrates an ability to reflect on practice, articulate a philosophy and rationale for decisions, and an ability to evaluate the effects of choices and actions on others as a means of professional development. (Level I, II, III)

COURSE CONTENT:

The course will cover the following topics so as to meet the competencies required. Actual time allotted to each subject will be determined by the instructor based on individual class needs and interests.

1. The role of learning in the early childhood program.
2. The role of the teacher in promoting learning with young children.
3. The nature of the young child's development and its relation to learning, including the importance of play in early childhood programs.
4. The planning of curriculum: setting goals and objectives for children and considering children's needs and interests.
5. Setting up a learning environment: the use of time, materials, equipment, interest centers, and small group learning.
6. Planning curriculum: use of themes, webs, and other planning devices.
7. Planning curriculum in the arts areas: art, music, dramatic play, and creative movement.
8. Planning curriculum in language areas: literacy development, language development, and use of literature and literacy in perceptual learning.
9. Planning curriculum in science, math, health, safety, nutrition and sensory play areas.
10. Integrating curriculum planning into cohesive classroom learning.

CONTENT OBJECTIVES:

After completing the course, the student should be able to construct curriculum with attention to the nature of learning, the importance of play in childhood, and the role of the teacher in designing and facilitating specific activity in multiple curriculum and interest center areas. Upon completion of the course, the student should be able to:

1. describe the role of the teacher as facilitator of learning in an early care and education program.
2. describe the nature of learning in early care and education programs including the importance of play and the need to emphasize developmentally appropriate practices in designing curriculum.
3. identify methods for planning curriculum and developing goals and objectives to be met for both group and individual needs of children.

4. construct specific curriculum areas which, when completed, will aid in meeting the goals and objectives for the overall curriculum plan.

5. construct concept areas in accordance with the goals and objectives so that it is clear what the child is to be learning and the worth of each curriculum activity planned and implemented.

6. plan curriculum activities for implementation and evaluation of its effectiveness in, but not limited to: art, music, creative movement, language/literacy development, sensory experiences, science-math, manipulative play, block play, dramatic play, and gross motor activity.

7. describe the need for small group activities with young children's curriculum and the use of these within the classroom.

8. describe the use of large group activity with young children

9. identify ways in which to include children's interests and ideas into curriculum planning to aid in emergent curriculum activity.

10. identify ways in which to construct curriculum to meet the needs of children to adjust to new situations, establish routines, and to help with adjustment to the growing world around the young child.

#### CLASS METHODS:

The class will be taught using lecture, discussion, demonstration and small group activities. Films will be used to enhance topics of discussion and to illustrate actual program operation and child development and behavior. Class notes are to be taken by students for use in study and for future reference.

#### REQUIRED TEXT(S):

(In use as of Fall semester, 2006. Subject to change)

Each student will need to have the following required text(s) available at the Bunker Hill Community College Bookstore.

Jackman, E. (2005) Early childhood curriculum (3rd ed). Albany, NY: ITP/Delmar.

#### EVALUATION TECHNIQUES:

Grades will be assessed in a number of ways to be determined by the instructor. These may include attendance and participation, exams, lab experiences and observations, project development and design, reports, research papers, and others means of evaluation. Specific methods will be outlined at the first meeting of class and will be included on a specific syllabus for the particular course section of enrollment.

#### ASSESSMENT TOOLS FOR MEETING COURSE & CONTENT OBJECTIVES THROUGH ASSIGNMENTS:

Level II competencies : Set of study assignments and observations of children in program settings so as to provide the student with program curriculum in action to observe ways to enact curriculum and play experiences which promote learning.

#### Level III competencies:

A curriculum project which requires the student to apply knowledge learned to construct a week's plan for curriculum in an early childhood classroom using all areas of curriculum studied in the class and demonstrate knowledge of developmentally appropriate activities, materials and equipment usage.

PREREQUISITE(S).

Prerequisite for this course is one course in Child Growth and Development (ECE 103 or its equivalent).

NOTE: NOTE: Levels of Learning within the Coursework Taught

The course competencies involve four differing levels of learning and involvement on the part of the student. These levels are outlined below.

□ Level I: Introductory and knowledge-base Formation. The student at this level of coursework will begin to develop a knowledge-base of information around the subject area and consider his/her prior learning about children and early care and education as a means of beginning to construct a personal and professional knowledge-base for professional practice. Specific knowledge-based content areas will be delineated for each course to assure the same level of learning for all students.

□ Level II: Observation. The student will take the knowledge gained at Level I and apply this knowledge at a deeper level by observing children and/or early care and education programs so as to understand the "real" world meaning of theories and concepts when applied to child growth, development and behavior in working programs. This level implies that Level I has begun prior to observation occurring and analysis of observed information being attempted. Specific observations will be required in each course to assure this level of learning.

□ Level III: Demonstrated Application of Knowledge Gained. The student will apply the knowledge-base gained and the observations completed and be able to apply this knowledge to demonstrate that the theories, concepts, and skill development expected in the course are in fact understood and able to be applied to practice. Specific assignments will be developed for each course to assure this level of learning.

□ Level IV: Practice and Demonstration of Competency. The student will be required to apply the knowledge gained, the understanding from observations, and learning from applied assignments to the practicum experience which will culminate in a portfolio assessment of "best practice" using the incorporation of the program's competencies into the practice experience. All four levels are implied in this demonstration of competency and specific learning experiences will be built into the practicum experience to assure this level of learning.