

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC1200	Course Title: Early Childhood Curriculum I		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input checked="" type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input checked="" type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input checked="" type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): The student will learn appropriate curriculum planning and its impact on children's social, emotional, physical, cognitive, and creative development in the areas of first and second language development, early literacy, social studies, technology, and the development of self-concept. The importance of dramatic play, proper room arrangement, outdoor environments, scheduling, classroom management, and activity planning enhances students' understanding of a quality program for young children. An anti-bias approach to curriculum is emphasized for the student throughout the course.			
Prerequisite(s):	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Summarize the concepts of developmentally and culturally appropriate practices by:

- a. Identifying and describing developmentally appropriate practices observed while at work in an early childhood classroom.
- b. Discussing components of developmentally appropriate practices.
- c. Identifying child-initiated, child-centered, adult supported activities observed while at work in an early childhood classroom.
- d. Discussing a necessary balance of activities such as quiet and active, child and teacher initiated, individual and group, indoor and outdoor.
- e. Integrating curriculum through open-ended activities.
- f. Demonstrating knowledge of developmentally appropriate classroom themes and projects for young children.
- g. Compiling a resource file of activities for social studies, self-concept, language and literacy, room arrangement and outdoor environments that are child-centered and developmentally appropriate.

Competency 2: Explain the concept of culturally appropriate practices by:

- a. Discussing the variety of family systems and how the dynamics of the systems impact on the developing child.
- b. Demonstrating knowledge of the anti-bias curriculum approach to early childhood education.
- c. Relating the components of an anti-bias curriculum approach to the development of self-esteem in young children.

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- d. Explaining the importance of a positive self-concept, based on family and culture, to a young child's future school success.
- e. Discussing how different cultural groups emphasize social developmental skills (e.g. independence vs. interdependence).
- f. Citing examples of language and its interconnectedness with culture.
- g. Compiling a resource file of activities that show sensitivity to, respect for and appreciation of the different cultures in the community.

Competency 3: Demonstrate knowledge of appropriate classroom environments for young children by:

- a. Discussing the arrangement of the early childhood environment into major centers of interest, defining the centers, and providing appropriate materials within each.
- b. Arranging an early childhood classroom through the constructive use of space including such variables as: noisy and quiet areas, clear pathways, low, open shelves, etc.
- c. Explaining how classroom environments affect behavior.
- d. Discussing appropriate strategies to incorporate children's families and cultures into the classroom environment.

Competency 4: Analyze the role of play in young children's learning by:

- a. Discussing how play promotes cognitive, physical, social, emotional, and creative development in young children.
- b. Describing the developmental sequence and stages of play.
- c. Explaining the importance of play in promoting children's development.
- d. Differentiating between child-initiated play activities and teacher-directed activities.
- e. Selecting activities that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.
- f. Developing a document panel based on the observation of children's play.
- g. Describing the set-up of a dramatic play area in the classroom including various materials to be incorporated in this area.
- h. Discussing strategies to incorporate elements of the children's family and culture into the dramatic play area, as well as other classroom areas.
- i. Developing a resource file of activities to promote dramatic play in the early childhood classroom.

Competency 5: Summarize knowledge of language and literacy development by:

- a. Identifying strategies that facilitate the development of effective oral language acquisition (e.g., vocabulary, grammar, syntax) and listening skills.
- b. Utilizing instructional methods and strategies to increase vocabulary acquisition (e.g. word analysis, choice of words, context clues, multiple exposures) across the curriculum.
- c. Describing the steps in first and second language acquisition.
- d. Demonstrating an understanding of how non-English speaking students acquire English as a second language in the early childhood years.
- e. Describing the benefits of continued instruction in a child's home language as s/he begins to learn English.
- f. Developing strategies to work with non-English speaking children to promote English language development and positive self-concept.
- g. Discussing the principles to be utilized in the selection of children's literature for early childhood programs.
- h. Taking dictations of children's oral language.
- i. Creating "Family Books" with children/families and discussing possible next steps in curriculum development based on the books.
- j. Discussing the importance and aesthetics of book-making, taking dictations, and displaying children's attempts at written communication.
- k. Identifying the goals of an appropriate literacy curriculum along with the stages of literacy development.
- l. Comparing various methods of literacy instruction, including phonics, the whole language approach and the balanced approach.

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- m. Creating a print-rich environment (e.g. classroom libraries, labeling objects, student work displayed, word walls) reflecting diverse cultures
- n. Compiling a resource file of quality children's literature, poetry and finger plays, activities to promote literacy development in young children and a list of materials to be included in a "communications center" of an early childhood classroom.
- o. Identifying strategies for meeting literacy strategies through play.

Competency 6: Develop appropriate social studies curriculum by:

- a. Defining social studies in Early Childhood Education.
- b. Discussing developmentally and culturally appropriate content for a social studies curriculum for young children, based on the self, family, neighborhood and community.
- c. Demonstrating how the social studies area can be used to integrate all the curriculum areas.
- d. Planning field trips.
- e. Developing a social studies resource file of appropriate activities.

Competency 7: Develop appropriate outdoor environments by:

- a. Describing the importance of outdoor play for young children.
- b. Identifying activities that promote the development of gross motor skills.
- c. Selecting components for a developmentally appropriate outdoor environment.
- d. Connecting the concepts of safety outdoors with classroom safety rules.
- e. Discussing the importance of extending in class activities to the outdoor environment.
- f. Compiling a resource file of outdoor activities that promote children's development.

Competency 8: Use technology appropriately in early childhood programs by:

- a. Identifying the major technology goals for young children.
- b. Discussing the appropriate v. inappropriate use of technology, especially computers, in early childhood curriculum.
- c. Identifying strategies to promote cooperative interactions among children using technology in the classroom.

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