

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC1311	Course Title: Early Childhood Curriculum II		
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 checked="" 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 checked="" 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 about appropriate curriculum planning and its impact on the advancement of children's social, emotional, physical, cognitive, and creative development in the areas of math, science, cooking, health, safety, nutrition, art, music, and creative movement. An anti-bias approach to curriculum is emphasized to the student.			
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 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. Developing developmentally appropriate themes and projects for young children.
- g. Compiling a resource file of activities for social studies, math, self-concept, room arrangement, language and literacy 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 these systems impact the developing child.
- b. Demonstrating knowledge of the anti-bias curriculum approach to Early Childhood Education.
- c. Relating components of an anti-bias curriculum approach to the development of creativity in young children.
- d. Compiling activities for the resource file that show sensitivity to, respect for, and appreciation of the different cultures in the community.

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- e. Applying this information to curriculum areas of math, science, cooking, health, safety, nutrition, art, music, and creative movement.

Competency 3: Create appropriate mathematics curriculum by:

- a. Identifying the major goals of a developmentally appropriate mathematics program for young children.
- b. Defining basic mathematical concepts that are appropriate for young children, such as seriation, classification, time, space, number, etc.
- c. Identifying strategies for presenting concepts for mathematical proficiency, including understanding mathematical ideas and concepts, problem solving, and logical reasoning.
- d. Demonstrating ways mathematical concepts can be integrated into all curriculum areas.
- e. Identifying strategies for meeting math standards through play.
- f. Compiling a resource file of activities that promotes children's growing awareness of mathematical concepts.
- g. Developing and displaying inexpensive teacher-made materials that promote the development of mathematical concepts in young children.

Competency 4: Create appropriate science curriculum by:

- a. Defining science in Early Childhood Education.
- b. Discussing developmentally appropriate content for a science curriculum for young children, based on the self, the natural environment, and common objects that utilize scientific principles (e.g., trucks-wheels and axles, push and pull, etc.)
- c. Designing science activities that develop the skills of observing, classifying, exploring materials, drawing conclusions, and communicating ideas.
- d. Demonstrating how science can be used to integrate all the curriculum areas.
- e. Compiling a science resource file of appropriate activities.

Competency 5: Develop appropriate cooking curriculum by:

- a. Explaining the importance of cooking experiences for young children as "kitchen chemistry."
- b. Designing cooking activities that develop the skills of observing, classifying, exploring materials, drawing conclusions, and communicating ideas.
- c. Analyzing the role of culture in cooking experiences.
- d. Compiling a cooking resource file of appropriate activities.
- e. Integrating science, math, and cooking activities.

Competency 6: Design appropriate health, safety, and nutrition curriculum by:

- a. Describing the major content and goals of a developmentally appropriate health, safety, and nutrition program for young children.
- b. Identifying classroom procedures that teach proper health habits (e.g., washing hands before eating and after using bathroom, covering one's mouth when coughing, etc).
- c. Determining the factors to be considered in providing a safe environment for young children.
- d. Creating safety rules for the classroom and playground.
- e. Reinforcing concepts related to proper nutrition and healthy foods.
- f. Analyzing the role of culture in health, safety and nutrition education.
- g. Compiling a health, safety, and nutrition resource file of appropriate activities.

Competency 7: Plan an appropriate art curriculum that stresses the importance of creativity by:

- a. Describing the major content and goals of a developmentally appropriate art program for young children.

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- b. Summarizing the ages and stages of artistic development.
- c. Participating in open-ended art activities that encourage creative expression.
- d. Reflecting on the innate creativity of young children and how the classroom can foster or discourage its development.
- e. Appreciating the value of creative expression.
- f. Discussing diverse expressions of the creative spirit.
- g. Compiling an art resource file of appropriate activities.

Competency 8: Orchestrate music and creative movement curriculum by:

- a. Identifying the major content and goals of a developmentally appropriate music and creative movement program for young children.
- b. Analyzing the importance of movement in the development of the young child.
- c. Examining the use of music to teach concepts and skills, i.e, alphabet song, counting songs, etc.
- d. Reflecting on the kinesthetic appeal of art, music, and movement to the young child.
- e. Incorporating music and creative movement activities from diverse cultures and languages into Early Childhood curriculum.
- f. Compiling a music resource file of appropriate activities.

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