



EEC2202 | Early Childhood Education Curricula | 3.00 credits

The student will review historical perspectives and theories utilized in designing early childhood curriculums and examine best practices for early childhood education (birth- age 5). The student will examine philosophies, approaches to teaching and theories of learning which have influenced curriculum development in early childhood education. The student will analyze characteristics of foundational curriculum models and current trends and their influence on the development of early childhood curriculum implementation and program policies.

Course Competencies

Competency 1: The student will identify the foundations in Early Childhood Curriculum connecting Theory & Practice by:

1. Exploring theories of how children learn
2. Identifying theories in early childhood programs
3. Connecting the theories to practice through Interaction & Intentionality
4. Comparing and contrasting the philosophical differences between curricula
5. Exploring foundational and contemporary curriculum programs, models, and approaches such as: Montessori, Reggio Emilia, Waldorf, Bankstreet, High/Scope, Head Start, Creative Curriculum, Project Zero, and the Project Approach

Competency 2: The student will identify the cycle of curriculum planning by:

1. Explaining how observation is the basis for curriculum planning
2. Describing how to effectively document observations
3. Connecting reflection to planning curriculum
4. Analyzing and developing an anti-biased, developmentally appropriate curriculum

Competency 3: The student will identify significant factors that influence curriculum development in early childhood education by:

1. Identifying philosophy, policies, and planning, involved in quality programming
2. Describing developmentally and culturally appropriate practices for children birth to age 5
3. Identifying state standards and national standards, policies, and position statements high quality early childhood educational practices

Competency 4: The student will explain the role of the environment as a “Teacher” by:

1. Connecting early childhood theories to the environment
2. Identifying learning areas and zones for Developmentally Appropriate and Effective Practices (DAP)
3. Identifying and listing appropriate materials for each learning area
4. Analyzing a variety of floor plans for indoors and outdoors
5. Exploring temporal environment by looking at schedules, routines and rituals, and transitions

Competency 5: The student will describe critical characteristics of curriculum for Infants, toddlers, and school age children by:

1. Distinguishing how curriculum planning for infants and toddlers is unique from planning for older children
2. Connecting the purpose of school-age care to important aspects of planning curriculum for school-aged children
3. Explaining how relationships are the basis for learning and development during infancy and toddlerhood
4. Discussing the overarching principles of planning curriculum for infants and toddlers
5. Connecting how infants and toddlers learn to specific ways caregivers and teachers can facilitate that process

Competency 6: The student will analyze curricula approaches to documentation and assessment by:

1. Explaining the purposes of documentation

2. Describing different methods of documenting children's learning
3. Demonstrating how to respect the rights of children and families when documenting
4. Describing how the Desired Results Developmental Profile can be used to assess children
5. Explaining the importance of working with families when documenting and assessing children

Learning Outcomes

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information