

COURSE OUTLINE

Early Childhood Program and Curriculum Planning

Course Description

CD 220. Early Childhood Program and Curriculum Planning. 3 hours credit. This course will enable the student to recognize, design, and create a safe, healthy, developmentally appropriate preschool or toddler classroom. The student will apply developmentally appropriate practices that will promote successful learning experiences for children.

Course Relevance

The classroom environment includes three components. The physical structure, temporal structure, and interpersonal structure all have a direct connection with children's behavior and learning capability. Successfully understanding and implementing all aspects of the environment will create an atmosphere most conducive to learning for young children.

Required Materials

Dodge, D., *Creative curriculum for preschool: College edition*. Washington, DC: Teaching Strategies, Inc.

Beaty, J.J., *Skills for preschool teachers*. Upper Saddle River, NJ: Pearson-Prentice Hall.

Learning Outcomes

The intention is for the student to be able to:

1. Design a safe and developmentally appropriate classroom for toddler or preschool aged children.
2. Apply knowledge of developmentally appropriate practices when creating a written curriculum book for toddler or preschool aged children.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

1. Critical thinking
 - Through the analysis of developmentally appropriate practices while designing a preschool or toddler classroom, the student will develop critical thinking skills.

Communication Skills

1. Creation and delivery of messages
 - Through the production of a curriculum book, the student will develop writing skills.

Major Summative Assessment Task(s)

These learning outcomes and the Learning PACT skills will be demonstrated by:

1. Preparing a developmentally appropriate room arrangement for a preschool or toddler classroom.
2. Developing a curriculum book of developmentally appropriate activities for a classroom setting.

Course Content

I. Skills or Competencies – Actions that are essential to achieve the course outcomes: (The following skills and competencies are taken from the Core Competencies for Early Care and Education Professionals in Kansas and Missouri, second edition.)

Content Area II: Learning Environment and Curriculum Creating the Learning Environment and General Curriculum

Level 1

- A. Follows a daily schedule.
- B. Gives children choices.
- C. Supports and encourages children's participation in a variety of activities.

Level 2

- A. Maintains and monitors daily schedule.
- B. Provides an interesting and secure environment that encourages play, exploration, and learning, using space, relationships, materials, and routines as resources.
- C. Encourages children's learning through play.
- D. Arranges effective and appropriate learning centers.
- E. Selects materials appropriate to the developmental levels of all children.
- F. Provides space balanced between active and quiet, child-directed and teacher directed individual and group, indoor and outdoor.
- G. Uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.

Level 3

- A. Plans and adapts curricula and environments, including the selection of materials, appropriate to the developmental levels of all children.
- B. Uses appropriate materials, activities and strategies in an integrated curriculum that includes language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.

Promoting Physical Development

Level 1

- A. Actively participates in children's activities.
- B. Interacts appropriately with children during physical activities.

Level 2

- A. Plans indoor and outdoor activities for large and small motor skills.
- B. Introduces sensory experiences to children.
- C. Leads activities for children with special needs.
- D. Incorporates a variety of equipment, activities, and opportunities to promote the physical development of children.

- E. Plans activities that integrate physical development with the arts and all curriculum areas.

Promoting Cognitive Development

Level 1

- A. Encourages children to ask questions and actively listens to their responses.

Level 2

- A. Asks children relevant open-ended questions.
- B. Maintains adult's role as facilitator or partner in play.
- C. Encourages play to promote cognitive development.
- D. Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

Promoting Language/Communication Development

Level 1

- A. Talks with children and stimulates conversation among children.
- B. Demonstrates realistic expectations for children's understanding and use of speech.
- C. Reads to children, modeling proper inflection, emphasis, and meaning.

Level 2

- A. Actively communicates with children.
- B. Helps children communicate with each other.
- C. Encourages and supports children's verbal interactions with others.
- D. Uses conversations to enrich and expand vocabulary.
- E. Provides opportunities and support to help children understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- F. Uses a variety of songs, books, and games, including those from many cultures.
- G. Encourages the relationship between spoken and printed words.

Level 3

- A. Interacts with children in ways that facilitate the development of expressive language and thought.
- B. Uses concrete experiences and play to enhance and extend young children's language development and early literacy.
- C. Demonstrates an understanding of how children use language, as well as other forms of communication, at all ages and stages of development.
- D. Plans, implements, and evaluates language experiences and activities.

Promoting Social Development

Level 1

- B. Treats children as individuals with their own strengths and needs.
- C. Recognizes that periods of stress, separation, and transition may affect children's social development.

Level 2

- A. Helps children learn to communicate and get along with others.
- B. Models recognition and expression of feelings.
- C. Encourages feelings of empathy and mutual respect among children and adults.
- D. Helps children feel valued as members of the group.
- E. Helps children through periods of stress, separation, and transition.

- F. Helps children identify positively with the events and experiences of their lives.
- G. Emphasizes cooperation in games and activities.
- I. Supports children’s developing awareness of the individual as a member of a family and of an ethnic or social group and is sensitive to different cultural values and expectations.

Level 3

- A. Guides children in expressing their feelings and asserting themselves in positive ways.
- B. Guides children through problem solving and conflict resolution interactions.
- C. Encourages children to choose activities, timing, and playmates.
- D. Helps children learn empathy and respect for the rights and possessions of others.
- E. Plans activities incorporating multiple types of play (e.g., socio-dramatic, functional, or constructive play).

Promoting Creative Expression

Level 1

- A. Values process as more important than product.
- B. Encourages individuality, including unique individual expression.
- C. Accepts cultural differences that may affect children’s ways of expressing themselves creatively.

Level 2

- A. Emphasizes the process of creating instead of the end product.
- B. Allows time for spontaneous and extended play.
- C. Provides unstructured materials.
- D. Encourages children to express their creative abilities.
- E. Models and encourages creativity through language, music, dramatic play, and art.
- F. Develops curriculum and activities to promote creative expression.
- G. Provides opportunities that encourage children to play with sound, rhythm, language, materials, space, and ideas in individual ways.

Content Area IV: Families and Communities

Relationships with Families

Level 1

- A. Respects the family’s role as primary educator.
- C. Acknowledges the varying structures of children’s families.
- D. Accepts differences in children.
- E. Follows rules of confidentiality.

Level 2

- D. Supports children’s relationships with their families.
- E. Recognizes stress factors affecting families.

Content Area V: Health, Safety, and Nutrition

Knowledge of Regulations

Level 3

- A. Verbalizes and adheres to emergency, illness, and injury procedures.
- B. Informs others of emergency procedures.

Environmental Safety

Level 1

- A. Maintains all areas, following regulations for safety.
- B. Selects safe toys.

Level 2

- A. Describes and maintains a safe environment, including equipment and toys, to prevent and reduce injuries.

Level 3

- A. Designs and assesses safe environments inside and outside.

Content Area VI: Interactions with Children**Providing Individual Guidance****Level 1**

- A. Avoids actions that would cause physical and emotional harm.
- B. Provides appropriate supervision.
- C. Interacts in a manner reflecting respect for self and others.
- D. Cares for children based on positive, warm, nurturing relationships.
- E. Uses positive behavior guidance.
- F. Addresses problem behavior or situation, rather than labeling the child.

Level 2

- A. Modifies play no longer appropriate for the learning environment.
- B. Establishes and communicates limits for acceptable behavior.
- C. Responds to children's behavior in ways that encourage self-control.
- D. Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.
- E. Follows a variety of positive direct and indirect guidance methods and avoids negative methods.
- H. Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.

Level 3

- A. Demonstrates realistic expectations about children's attention spans, interests, social abilities, and physical needs.
- C. Identifies strategies that involve children in establishing guidelines and limits for behavior.
- D. Relates guidance practices to knowledge of children's personalities and levels of development.
- E. Recognizes and responds to individual behavioral problems related to developmental or emotional stress.

Content Area VIII: Professional Development and Leadership**Displaying Professionalism in Practice****Level 1**

- A. Enjoys working with children and models a positive attitude.
- E. Values reflection on teaching and learning, using staff interaction, training/education, and journals.
- F. Is aware of the professional code of ethics for early care and education and its main topics.
- G. Behaves ethically, maintaining confidentiality and impartiality.

Level 2

- E. Promotes quality in child-care services.
- F. Demonstrates a commitment to professional code of ethics.

Level 3

- A. Routinely engages in reflection of teaching practices and the behavior of children.
- B. Is familiar with current trends in early childhood education.
- C. Articulates professional code of ethics.
- D. Recognizes potentially unethical practices.

Leadership and Advocacy

Level 1

- A. Recognizes professional behavior.

Level 2

- A. Demonstrates support for licensed care.
- B. Models professional behavior.

Learning Units

- I. Learning and development
 - A. Defining successful learners
 - B. Applying child development knowledge to our classroom

- II. Establishing a learning environment
 - A. Setting up stimulating learning centers
 - B. Providing appropriate materials for self-directed play
 - C. Structuring the day

- III. Maintaining a safe and healthy classroom
 - A. Promoting material and toy safety
 - B. Planning and implementing necessary emergency procedures
 - C. Providing a safe atmosphere through teacher behavior
 - D. Encouraging children to follow health and nutrition practices
 - E. Recognizing signs and symptoms and abuse and neglect
 - F. Supporting mental and emotional health of children

- IV. Managing a program
 - A. Team planning
 - B. Planning a flexible day schedule
 - C. Using emergent curriculum
 - D. Curriculum webs
 - E. Evaluating curriculum outcomes

- V. Promoting self-concept and social skills
 - A. Self and child acceptance
 - B. Stress similarities and honor differences
 - C. Child success in the classroom
 - D. Helping children work and play cooperatively

- VI. Guiding behavior
 - A. Using positive prevention measures
 - B. Understanding difficult behaviors
 - C. Responding to challenging behavior
 - D. Using positive reinforcement techniques

- VII. Advancing communication skills
 - A. Speaking and listening to children
 - B. Using books/stories to motivate emergent reading
 - C. Supporting emergent writing

- VIII. Advancing cognitive skills
 - A. Sensory exploration
 - B. Promoting development through toys and games
 - C. Helping children develop basic concepts about their world

- IX. Advancing creative skills
 - A. How art promotes development
 - B. Exploring art materials
 - C. Encouraging creativity
 - D. Dramatic Play

- X. Promoting family involvement
 - A. Making families feel welcome
 - B. Communicating effectively with families
 - C. Recognizing and supporting families of different make-ups
 - D. Conducting conferences

- XI. Promoting professionalism
 - A. Making a commitment to the profession
 - B. Ethical behavior
 - C. Improving professional growth

Learning Activities

Learning activities will be assigned to assist the student to achieve the intended learning outcome through class discussion, lecture, group work, reading assignments, and other activities at the discretion of the instructor.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, student projects, student presentations, class participation, and other methods of evaluation at the discretion of the instructor.