

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 a safe, healthy, developmentally appropriate preschool program. The student will apply developmentally appropriate practices through course work application exercises.

Course Relevance

The principles learned in this class will allow the student to recognize, design, and create a developmentally appropriate preschool classroom. Room arrangement has a direct connection with children's behavior and learning capability. The written curriculum, or lesson plans, can also be affected by the physical curriculum, the room arrangement. Successfully understanding and implementing both will create an atmosphere most conducive to learning for young children.

Required Materials

Trister Dodge, D. (2002). *The Creative Curriculum*. (4th edition). Washington, DC: Teaching Strategies, Inc.

Beaty, J.J. (2008). *Skills for Preschool Teachers*. (8th edition). Upper Saddle River, NJ: Pearson-Prentice Hall.

Learning Outcomes

The intention is for the student to be able to

1. Design and maintain a safe, healthy, developmentally appropriate, learning environment
2. Apply knowledge of developmentally appropriate practices when creating a written curriculum book

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Critical Thinking
 - Through the analysis of developmentally appropriate practices and designing of a preschool classroom, the student will develop critical thinking skills.
2. Writing
 - Through the production of a curriculum book the student will develop writing skills.

Secondary skills (developed but not documented):

- Effective Relationships
- Teamwork
- Problem Solving
- Reading
- Listening
- Speaking
- Nonverbal Communication
- Internet Use

Major Summative Assessment Task(s)

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

1. Preparation of a room arrangement of a preschool classroom that includes required learning areas and the option to personalize it with other meaningful learning areas
2. Developing a curriculum book of developmentally appropriate activities for a classroom setting

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Developmentally appropriate room arrangement
 - B. Behavior management
 - C. Written curriculum
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Room arrangement can affect children’s behavior.
 - B. Success of written curriculum can be affected by room arrangement.
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Appropriate room arrangement techniques
 - B. Developmentally appropriate curriculum
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Prepare a room arrangement.
 - B. Create a curriculum book.

Learning Units

- I. How children develop and learn
 - 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. Program Management

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

V. The Teacher's Role

- A. Observing Children
- B. Using a range of teaching approaches
- C. Exploring content in interest areas

VI. 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

VII. Guidance and Behavior

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

VIII. Advancing Communication Skills

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

IX. Advancing Cognitive Skills

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

X. Advancing Creative Skills

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

XI. 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

XII. Promoting Professionalism

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

Learning Activities

Classroom: Independent and collaborative learning activities will be assigned within and outside the classroom to assist the student to achieve the intended learning outcomes.

Class discussion, lecture, group work, and reading assignments will also contribute to the learning process.

Grade Determination

The student will be graded on completion of assessment tasks, daily work, class participation, out-of-class assignments and other methods of evaluation at the discretion of the instructor.