

Syllabus

ECED2060

Early Childhood Education with Curriculum Planning  
2016

Committee Members:

Barbara Beck	Central Community College
Jackie Zeckser	Central Community College
Kweku Ocran	Little Priest Tribal College
Andreea Shnyder	Metropolitan Community College
Loretta Hauxwell	Mid-Plains Community College
Tyler Esch	Mid-Plains Community College
No Representative	Nebraska Indian Community College
Sharyn Thomas	Northeast Community College
Julie Miller	Southeast Community College
Linda Mattern-Ritts	Western Nebraska Community College


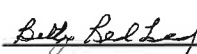
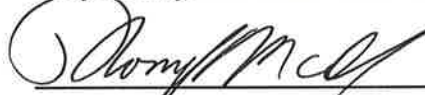






Facilitator: Julie Miller, Southeast Community College

Date Reviewed: January 29, 2016

The Institution Agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

Please select one option

	<u>Adopt</u>	<u>Decline</u>	<u>Not Offered</u>	<u>Date</u>
 Deb Brennan, Central Community College	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5/19/16
 Betty Redleaf, Little Priest Tribal College	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5/19/16
 Tom McDonnell, Metropolitan Community College	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5/20/16
 Jody Tomanek, Mid-Plains Community College	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5/19/16
 Mary Johnson, Nebraska Indian Community College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 John Blaylock, Northeast Community College	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5-19-16
 Dennis Headrick, Southeast Community College	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5/19/16
 Kim Dale, Western Nebraska Community College	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.19.16

## **EARLY CHILDHOOD EDUCATION PROGRAM**

### **I. CATALOG DESCRIPTION**

Course Number: ECED 2060  
Course Title: Early Childhood Education Curriculum Planning  
Prerequisite: None

Catalog Description: This course prepares students to plan a developmentally appropriate curriculum and environments for children ages 3-8 years of age. Topics include writing goals and objectives, lesson plans, daily schedules, working with parents, and inclusionary practices.

Credit Hours: 3.0 semester credit hours/4.5 quarter credit hours

### **II. COURSE OBJECTIVES AND COMPETENCIES**

The course will:

1. Define the components of curriculum: philosophy, goals, schedules, environments (both indoors and outdoors), lesson planning, and activities.
2. Examine the role of curriculum planning in early childhood education programs including use of Early Learning Guidelines, State and Professional Guidelines.
3. Identify goals and objectives appropriate for 3-8 year olds.
4. Explain how to modify curriculum to meet the specific needs of an individual child.
5. Outline curricula appropriate to the developmental level of children, based upon observation and assessment.
6. Examine a variety of early childhood curricula models.
7. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

### **III. STUDENT LEARNING OUTCOMES:**

The student will:

1. Define the components of curriculum: philosophy, goals (parents, educators, and children), schedules/routines, environments (both indoors and outdoors), lesson planning and activity planning.
2. Apply a philosophy of curriculum using appropriate Early Learning Guidelines.
- 3a. Develop appropriate goals and objectives for children 3-8 years of age.
- 3b. Create a variety of schedules to meet program needs.
- 3c. Plan an indoor and outdoor environment for 3-8 year olds.
- 3d. Develop appropriate lesson plans for 3-8 year olds based upon observation and assessment.
4. Develop appropriate learning activities for 3-8 year olds; including, but not limited to science, math, and social studies.
5. Adapt developmentally appropriate curriculum to meet the needs of individual children.
6. Identify a variety of curriculum models that can be used with 3-8 year olds.
7. Explain the importance of good relationships between children, families and colleagues.

### **IV. COURSE CONTENT/TOPICAL OUTLINE**

- A. Developmentally Appropriate Practice
- B. The Learning Environment – Indoor and Outdoor
- C. Elements of Effective Lesson Planning
- D. Developing Effective Group Times
- E. Effective Early Childhood Schedules and Transitions
- F. Quality Caregivers and Effective Partnerships
- G. Curriculum based on Early Childhood guidelines and standards and meets the needs of individual children

## V. INSTRUCTIONAL MATERIALS

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Bullard, Julie. Creating Environments for Learning: Birth to Age Eight. Pearson Merrill publisher.

Eliason, Claudia Fuhriman. A Practical Guide to Early Childhood Curriculum. C. V. Mosby.

Jackman, Hilda L. Early Education Curriculum: A Child's Connection to the World. Delmar.

Kostelnik, Marjorie and Soderman, Anne K. Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education. Prentice Hall.

Peterson, Evelyn A. A Practical Guide to Early Childhood Planning, Methods, and Materials: The What, Why, and How of Lesson Plans. Allyn and Bacon

Peterson, Evelyn A. A Practical Guide to Early Childhood Curriculum: Linking Thematic, Emergent, and Skills-Based Planning to Children's Outcomes. Pearson Allyn and Bacon.

### Supplemental Textbooks:

Bredenkamp, Sue and Cople, Carol. Developmentally Appropriate Practice In Early Childhood Programs. NAEYC.

Catron, Carol E and Allen, Jan. Early Childhood Curriculum: A Creative Play Model. Prentice Hall.

Dodge, Diane Trister and Colker, Laura J. Creative Curriculum. Teaching Strategies.

Dodge, Diane Trister and Colker, Laura, and Haroman, Cate. The Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5. Teaching Strategies

Dodge, Diane Trister and Colker, Laura, and Haroman, Cate. The Creative Curriculum for Infants, Toddlers and Twos Developmental Continuum Assessment Toolkit. Teaching Strategies

Driscoll, Amy and Nagel, Nancy G. Early Childhood Education, Birth-8: The World of Children, Families, and Educators. Pearson Allyn and Bacon.

Epstein, A.S. Essentials of Active Learning in Preschool: Getting to Know the High/Scope Curriculum, High/Scope Educational Research Foundation

High/Scope Infant and Toddler Child Observation Record, High/Scope Educational Research Foundation

High/Scope Preschool Child Observation Record, High/Scope Publisher

Hohmann, Mary and Weikart, David. Educating Young Children. High Scope Research Foundation

Jones, Elizabeth, and Nimmo, John. Emergent Curriculum. NAEYC

Nebraska Department of Education. *Nebraska Early Learning Guidelines for Ages 3 to 5*. 2013 [http://www.education.ne.gov/oec/pubs/ELG/3\\_5\\_English.pdf](http://www.education.ne.gov/oec/pubs/ELG/3_5_English.pdf)

Nebraska Department of Education. School Age Standards 2015  
<http://www.education.ne.gov/AcademicStandards/index.html>

## **VI. METHODS OF PRESENTATION/INSTRUCTION**

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

## **VII. METHODS OF EVALUATION**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

## **VIII. INSTITUTIONAL DEFINED SECTION**

To be defined by individual institution.

<b>NAEYC Standards, Sub-standards and Key Elements and Supportive Skills</b>	<b>Addressed in Course</b>
<b>1. Promoting Child Development and Learning</b>	
1a. Knowing and understanding young children’s characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	X
<b>2. Building Family and Community Relationships</b>	
2a. Knowing about and understanding family and community characteristics	
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	
2c. Involving families and children in their children’s development and learning	X
<b>3. Observing, Documenting and Assessing to Support Young Children and Families</b>	
3a. Understanding the goals, benefits and uses of assessment	X
3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches	X
3c. Understanding and practicing responsible assessment.	X
3d. Knowing about assessment partnerships with families and other professionals	X
<b>4. Teaching and Learning</b>	
4a. Connecting with children and families	X
4b. Using developmentally effective approaches	X
4c. Understanding content and knowledge in early education	X
4d. Building meaningful curriculum.	X
<b>Key Elements of Standard 4</b>	
4a. Knowing, understanding and using positive relationships and supportive interactions.	X
4b. Knowing, understanding and using effective approaches, strategies, and tools for early education.	X
4c. Knowing understanding the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines	X
4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	X
<b>5. Becoming a professional</b>	
5a. Identifying and involving oneself with the early childhood field	X
5b. Knowing about and upholding ethical standards and other professional guidelines	X
5c. Engaging in continuous collaborative learning to inform practice	X
5d. Integrating knowledgeable, reflective and critical perspectives on early education	X
5e. Engaging in informed advocacy for children and the profession	X

<b>Supportive Skills</b>	<b>Addressed in Course</b>
Skills in self-assessment and self-advocacy	
Skills in mastering and applying foundational concepts from general education	<b>X</b>
Written and verbal communication skills	<b>X</b>
Skills in making connections between prior knowledge/experiences and new learning	<b>X</b>
Skills in identifying and using professional resources	<b>X</b>