

Course Syllabus: Early Childhood Curriculum Development

Course Prefix and Number: CHLD 105

Course Title: Early Childhood Curriculum Development

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Course Description:

The principles involved in planning, implementing and evaluating developmentally appropriate, evidence-based curriculum for young children are studied. The course focuses on relationships among developmental theory, philosophy, practice, and development of curriculum based on the needs and interests of young children including those who are culturally, linguistically, and ability diverse. The analysis of a wide range of early childhood curriculum models is emphasized. Six field experiences will be required for this class.

Course/Lab Outline:

1. Foundations of Early Childhood Education
2. Setting the Stage for Learning
3. The Curriculum
4. Curriculum Integration

Relationship to Academic Development Programs and Transfer:

CHLD 105 was designed to meet the specific needs of an Associate of Applied Science degree. Please see an academic advisor for an explanation concerning transfer options.

This course is a part of the Illinois Gateways Infant and Toddler and ECE Credential.

Required Textbook(s):

Kostelnick, M., Soderman, A., & Whiren, A. (2011). *Developmentally appropriate curriculum*. 5th ed. Old Tappan, NJ: Pearson Education/Merrill

Suggested Resources:

Anti-Defamation League. (2011). A World of Difference Institute. *Recommended multicultural & anti-bias books for children*. Available from <http://www.adl.org/bibliography/>

Bovey, T. & Strain, P. (2008, February). *Using environmental strategies to promote positive social interactions (What Works Brief Training Kit #6)*. Tennessee: Center on the Social and Emotional Foundations for Early Learning. Retrieved from http://csefel.vanderbilt.edu/resources/training_kits.html

- Buyse, V., Winton, P., Rous, B., Epstein, D., & Cavanaugh, C. (2011). *CONNECT Module 6: Dialogic Reading Practices* [Web-based professional development curriculum]. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available from <http://community.fpg.unc.edu/connect-modules/learners/module-6>
- Center for Early Literacy Learning. (n.d.). CELL Videos. *Get in step with responsive teaching* [Video file]. Retrieved from http://www.earlyliteracylearning.org/get_in_step_with_resp_teach.php
- Center for Early Literacy Learning. (2010). CELL Videos. *Getting Kids Involved: Creating Opportunities for Learning* [Video file], Available from . http://www.earlyliteracylearning.org/getting_kids_involved.php
- Center for Early Literacy Learning. (2010). *Action rhymes*. North Carolina: Orelena Hawks Puckett Institute. Available from http://www.earlyliteracylearning.org/cellpract_pract/toddler/PGPrac_T_ActRhym_WM.pdf
- Center for Early Literacy Learning. (2010). *Fingerplays and rhymes with a punch*. North Carolina: Orelena Hawks Puckett Institute. Available from http://www.earlyliteracylearning.org/cellpract_pract/toddler/PGPrac_T_FingRhymPunch_WM.pdf
- Center for Early Literacy Learning. (2010). *One for the books*. North Carolina: Orelena Hawks Puckett Institute. Retrieved from http://www.earlyliteracylearning.org/cellpract_pract/presch/PGPrac_P_One4Bks_WM.pdf
- Center for Early Literacy Learning. (2010). *Read and repeat*. North Carolina: Orelena Hawks Puckett Institute. Retrieved from http://www.earlyliteracylearning.org/cellpract_pract/presch/PGPrac_P_ReadRepeat_WM.pdf
- Center for Early Literacy Learning. (2010). *Reading together out loud*. North Carolina: Orelena Hawks Puckett Institute. Retrieved from http://www.earlyliteracylearning.org/cellpract_pract/toddler/PGPrac_T_ReadTogeth_WM.pdf
- Center for Early Literacy Learning. (2010). *Tales for Talking*. North Carolina: Orelena Hawks Puckett Institute. Retrieved from http://www.earlyliteracylearning.org/cellpract_pract/presch/PGPrac_P_TalesTalk_WM.pdf
- Center on the Social Emotional Foundations of Early Learning - CSEFEL (2011) *Children Demonstrating Classroom Rules Video*. Module 1, Video Clip 6. Available from http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/V1_6.MPG

- Center on the Social Emotional Foundations of Early Learning (n.d.) *Using Environmental Strategies to Promote Positive Social Interactions*. Available from <http://csefel.vanderbilt.edu/briefs/handout6.pdf>
- ChildrensScrapStore. (2009). *Scrapstore Playpods in Action*. Available from <http://www.youtube.com/watch?v=nqi1KyJJeKg&feature=youtu.be>
- Division for Early Childhood. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Available from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf
- Emma, L., & Jarrett, M. (2010). *How we play— cultural determinants of physical activity in young children*. Virginia: Head Start Body Start: National Center for Physical Development and Outdoor Play. Available from http://www.aahperd.org/headstartbodystart/activityresources/upload/HowWePlay_LitReview.pdf
- Ford, K. (2010). Colorin Colorado. *8 Strategies for Preschool ELLs' Language and Literacy Development*. Available from <http://www.colorincolorado.org/article/36679/>
- Heartland Equity and Inclusion Project (HEIP). (2012). *Fingerplays Video*. Available from <http://youtu.be/PbZxUN4hD2Q>
- Heartland Equity and Inclusion Project (HEIP). (2012). *Meghan Reading to Class Video*. Available from <http://youtu.be/kHaIZ9qDKX4>
- Heartland Equity and Inclusion Project (HEIP). (2012). *Wendy's Planning Time*. Available from <http://youtu.be/0i8a6JIOX0o>
- Hemmeter, M. L., Ostrosky, M., Santos, R. M., & Joseph, G. (2006, May). *Promoting children's success: Building relationships and creating supportive environments*. Tennessee: Center on the Social and Emotional Foundations for Early Learning. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html (module 1 link); <http://csefel.vanderbilt.edu/modules/module1/script.pdf> (presenter's script)
- Hillman, C.B. (2012). Foundations for Children Exchange. *The intangibles in the early childhood classroom*. Available from <https://ccie-catalog.s3.amazonaws.com/library/5020412.pdf>
- Illinois State Board of Education: Division of Early Childhood Education. (2013). Illinois Early Learning Project. *Illinois early learning standards*. Available from <http://illinoisearlylearning.org/standards/index.htm>

Illinois State Board of Education: Division of Early Childhood Education. (2013). Illinois Early Learning Project. *Illinois early learning standards – Guiding Principles*. Available from <http://illinoisearlylearning.org/standards/guideprin.htm>

Illinois State Board of Education: Division of Early Childhood Education. (2013). Illinois Early Learning Project. *Illinois early learning benchmark videos*. Available from <http://illinoisearlylearning.org/videos/index.htm>

Illinois State Board of Education: Division of Early Childhood Education. (2013). *Illinois Early Learning Guidelines for Children Birth to Age 3*. Available from <http://www.isbe.net/earlychi/pdf/el-guidelines-0-3.pdf>

IRIS Center. (n.d.). Star Legacy Modules. *Effective school practices: Promoting collaboration and monitoring students' academic achievement*. Retrieved from <http://iris.peabody.vanderbilt.edu/esp/chalcycle.htm>

Joseph, G. & Strain, P. (2010). Center on the Social Emotional Foundations of Early Learning - CSEFEL Module 2, Handout 2.3: Social Emotional Teaching Strategies. "You've Got to Have Friends." Available from <http://csefel.vanderbilt.edu/modules/module2/handout3.pdf>

McWilliam, R.A., & Casey, A.M. (2007). *Engagement of every child in the preschool classroom*. Baltimore, MD: Paul H. Brookes. Available from <http://products.brookespublishing.com/Engagement-of-Every-Child-in-the-Preschool-Classroom-P205.aspx>

Milbourne, S.A. & Campbell, P.H. (n.d.) *CARA's Kit: Creating Adaptations for Routines and Activities*. Available from <http://www.naeyc.org/store/node/666>

National Association for the Education of Young Children. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>

National Association for the Education of Young Children. (2009). *Position Statement on Developmentally Appropriate Practices*. Washington, DC: Author. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf>

- National Association for the Education of Young Children and Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. (2012). *Selected Examples of Effective Classroom Practice Involving Technology Tools and Interactive Media*. Washington, DC: Author. Available from http://www.naeyc.org/files/naeyc/file/positions/PS_technology_Examples.pdf
- National Association for the Education of Young Children and Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. (2012). *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*. Washington, DC: Author. Available from http://www.naeyc.org/files/naeyc/PS_technology_WEB.pdf
- National Association for the Education of Young Children. (2005). *Screening and assessment of young English-language learners: Supplement to the NAEYC and NAECs/SDE joint position statement on early childhood curriculum, assessment, and program evaluation*. Washington, DC: Author. Available from http://www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf
- National Association for the Education of Young Children. Teaching Young Children. *Developmentally Appropriate Practice and Play Video* [Video file]. Available from www.naeyc.org/tyc/next/video/dap
- National Association for the Education of Young Children. (2009). *Where we stand on assessing young English language learners*. Washington, DC: Author. Available from <http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf>
- Palacios, R. (n.d.). Colorin Colorado. *Preschool for English language learners: Language learning and assessment* [Video file]. Available from <http://www.colorincolorado.org/webcasts/preschool/>
- Palacios, R. (n.d.). Colorin Colorado. *Preschool for English language learners: Academic skills* [Video file]. Retrieved from <http://www.colorincolorado.org/webcasts/preschool/>
- PE Central. (2011). *The premier web site for health and physical education*. Blacksburg, Virginia: PE Central. Available from <http://www.pecentral.org/>
- Smallwood, B.A., & Haynes, E.F. (2008). *Singable books: Sing and read your way to English proficiency*. Washington, DC: Center for Applied Linguistics. Available from <http://www.cal.org/resources/digest/singable.html>

STARnet Northwest Region I and Central Region III: Center for Best Practices in Early Childhood Education. (2007, February 22). Apples Video Magazine. *Tools of inclusion: Assistive technology for young children* [Video file]. Retrieved from <http://www.wiu.edu/users/starnetv/mov/apples02222007b.mov>

University of Illinois College of Education. (2012). Illinois Projects in Practice. *PIP Projects*. Illinois: Author. Available from <http://illinoispip.org/>

Winton, P., Buysse, V., Rous, B., Epstein, D., & Pierce, P. (2011). *CONNECT Module 5: Assistive Technology Interventions* [Web-based professional development curriculum]. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available from <http://community.fpg.unc.edu/connect-modules/learners/module-5>

Expected Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Describe the interrelationships among development, learning, and experiences for children birth through age eight.
2. Describe, explain, and apply principles of developmentally, individually, and culturally appropriate practice.
3. Design, plan, and evaluate integrated learning experiences supportive of children's development and learning including culture, and language, using content knowledge in the Illinois Early Learning Standards.
4. Create and evaluate the indoor/outdoor physical and social environment for their ability to provide access and support active engagement for every child.
5. Identify strategies supportive of reading, writing, and oral communication development for every child, including those who are culturally, linguistically, and ability diverse
6. Generate evidence-based curriculum development strategies supportive of the development and learning of all children, including children who are culturally, linguistically, and ability diverse.
7. Explain the role of technology as a tool and resource in the early childhood classroom and evaluate environments for effectiveness of assistive technology and digital tool usage
8. Identify methods to ensure families are involved in the collaborative process and considerations are made for culturally, linguistic, and ability diversity when planning, implementing, and evaluating curriculum, including planning individualized family service plans and individualized education programs.
9. Identify and implement observation and assessment that is inclusive of children who are culturally, linguistically, and ability diverse, and implementation strategies that reflect curriculum planning, principles, and concepts.
10. Identify, describe, and implement teaching strategies that support positive peer relationships and interactions, child motivation, and engagement.

Method of Evaluation (Tests/Exams, Grading System):

Each instructor will use a combination of evaluation methods to determine the grade of each student. They may use a variety of forms of assessment methods including exams, application activities, and discussion / class participation.

| | |
|----------------------------|-----------|
| Exams | 20% - 60% |
| Activities | 20% - 60% |
| Discussion / Participation | 5% - 25% |

Grading Scale:

| | |
|-----------|---|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| Below 60% | F |