Master Course Syllabus

Course Discipline and Number: ECHD/HUMS 225   **Year: 2024-2025**
Course Title: Early Childhood Curriculum Development   **Credit Hours: 3**

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description
Introduces and examines recent research in the field of early childhood development and uses it to develop curriculum for young children. Emergent, developmentally appropriate, anti-bias, and creative curriculum are discussed and integrated. Students demonstrate situations and analyze possible effects of methods discussed in class. Readings on methods and materials in the early childhood classroom are required. Prerequisites: ECHD/HUMS 125; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing; ECHD 110 recommended. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience
This course is one of the required core courses in the Early Childhood Program. It is a prerequisite for the two field study courses ECHD 242. This course is also one of the required courses for the Child Development Associate (CDA) Credential. This course is cross-registered as ECHD/HUMS 225.

Basic Skills/Entry Level Expectations
Writing: WC   College level writing skills are required. See course co-requisites or pre-requisites.
Math: M0   Course requires very little or no math.
Reading: R3   Course may be taken concurrently with RDNG 116.

Course Goals
By the end of this course, students should be able to demonstrate the following knowledge, skills and dispositions:

1. Provide for young children's characteristics and needs in a developmentally appropriate early childhood curriculum.

2. Understand the many ecological influences that affect young children's development and learning.

3. Develop strategies that ensure family involvement in the preschool curriculum.

4. Develop respectful professional relationships between educators, children and families.

5. Use warm interactions, extended conversations, and varied approaches with children, that promote children's learning and care in social, physical, intellectual, creative and emotional areas.

6. Use varied approaches that promote children's learning in secure environments through play, problem solving, technology; responding to children's interests, as well as their cultural and diverse learning needs.

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Course Objectives/Topics

Objective/Topic	# Hours
Students will be able to identify and explain child development and learning theories relevant to young children and how these relate to children's learning and development. Readings on child development and learning theories for young children. NAEYC position statements on the DAP curriculum. Reading of case studies and videos of the curriculum in action.	8 Hours
Students will be able to recognize the ecological relationships that exist between family, community and curriculum as they relate to children's development and learning. Readings and case studies of teacher, family and community roles in the curriculum. Videos of teachers, family members and community representatives about their roles in DAP curriculum.	8 Hours
Students will be able to utilize observation and assessment as a basis for developmentally appropriate curriculum. Practice and study observation as the basis for curriculum planning, using child vignettes on which to determine curriculum needs.	8 Hours
Students will be able to use developmentally effective approaches to guide them in developing physical, emotional and temporal environments. Read and discuss teaching strategies for developing programs. Internet search of early childhood program approaches.	8 Hours
Students will be able to facilitate knowledge acquisition and dispositions for learning in all content areas. Read and discuss developmental stages of knowledge acquisition read and discuss how to promote learning dispositions. Explore curriculum planning.	8 Hours
Students will be able to practice professionalism and use electronic and traditional sources to investigate and document current issues that affect ECE professionalism.	5 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➢ develop meaningful questions to address problems or issues. ➢ gather, interpret, and evaluate relevant sources of information. ➢ reach informed conclusions and solutions. ➢ consider analytically the viewpoints of self and others.	The planned curriculum for ECHD 225 supports this goal through the use of assignments that require students to read textbooks, take part in planning and carrying out activities that represent educational practice developmentally appropriate for young children as well as representing and reflecting through writing accumulated knowledge and reaction to learning experiences presented in the college classroom environment. An example of this type of assignment presented in ECHD 225 is lesson planning. Students complete a lesson planning project that includes developing written plans for learning in areas such as literacy and language, math, science, sensory development, social studies, the outdoor environment, computer technology, art and music. During class sessions students share their written lesson plans in small groups or as a presentation to the whole class. Class discussion centers on the ideas shared from each student's lesson plans. Concepts such as development, necessary materials, limit setting, classroom arrangement, inclusion, learning standards, and the influence of theorists are examined through the written work and through class discussions.

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live. ➢ Students will understand that their actions have social, economic and environmental consequences.	The curriculum carried out in ECHD 225 is guided by the goals of social/global awareness. Students are assigned specific reading and writing that provide opportunities to gain the necessary skills to understand the consequences of their actions and the way in which lives are shaped by the work in which one lives. Assignment reading in the textbook, <u>Anti-bias Education for Young Children and Ourselves</u> by Louise Derman-Sparks and Julie Olsen Edwards encourages students to continue a journey of contemplation and self-examination that began in ECHD 125. Topics included gender, race, culture, language, economic lass, family structure and ability are read about, discussed, and reflected on during class discussion. Guest speakers enhance the exploration of certain topics. Students are challenged to identify ideas, misconceptions and stereotypes related to these topics. Students observe early childhood classrooms primarily through the use of technology. They practice carrying out lessons with their peers. This experience combined with the written lesson plans prepared by the students in area such as literacy and language, math, science, sensory development, social studies, the outdoor environment, computer technology, are and music provide students with opportunity to consider elements of inclusion of all individual abilities and capabilities, participation of families in the educational experience, and care of the classroom environment in each lesson plan prepared and presented. It is the goal of the lesson plan creation to enable children to enjoy learning themes through exploration of similarities and differences. This instruction provides the potential for the student to reflect on the influence of the world with all its complexities on the educational experience for a young child as well as consider the impact and influence a teacher/caregiver brings to the larger world environment.

Instructional Methods

This course will be taught as a survey and as a seminar, with the expectation that all students will participate actively in discussions and all other class activities. There will be a number of experiential in-class exercises to help students learn. Mini-lectures, small group work, discussions, oral presentations, early childhood program visitations, videos, writing assignments, in-class exercises, and quizzes, will further the students' knowledge of early childhood and the care and education of children between the ages of 0 and 8.

Methods of Assessment/Evaluation

Method	% Course Grade
Lesson Plan Project	40%
Writing assignment	5%
TC3 Community Project	5%
Anit-Bias textbook reflections	15%
Three (3) announced quizzes + unannounced quizzes	30%
Professional Portfolio	5%

Text(s) -	**All texts required**

The Creative Curriculum for Early Childhood, Diane Trister Dodge, Laura J. Colker and Cate Heroman, Latest Edition,

Anti-bias Education for Young Children and Ourselves, Louise Derman-Sparks and Julie Olsen Edwards, Latest Edition,

The Giver, Lois Lowry, Latest Edition,

Upside-Down and Blindfolded, Daniel J. Pakstas

All texts required

Bibliography

Bredekamp, Sue & Copple, C. eds. (© 1997). Developmentally Appropriate practice in early childhood programs. Washington, DC: NAEYC.

Bredekamp, Sue, & Rosegrant, T. (series & vol. Eds.). (© 1992, 1995). Reaching potentials: Vol. 1 & Vol. 2. Transforming early childhood curriculum and assessment. Washington, DC: NAEYC.

Chang, H. N., Muckelroy, A., et al (© 1996). Looking In, Looking Out: Redefining child care and early education in a diverse society. San Francisco, CA: California Tomorrow.

Cohen, D. H., Stern, V., and Balaban, N. (© 1997). Observing and recording the behavior of young children. 4th edition. New York, NY: Teachers College Press.

Copley, J. V. (© 2000) The young child and mathematics. Washington, DC: NAEYC.

Copley, J. V,. ed (© 1999). Mathematics in the early years. Washington, DC: NAEYC.

Carter, M. and Curtis, D. Training teachers: A harvest of theory and practice. St. Paul, MN: Redleaf Press.

Carter, M. and Curtis, D. The visionary director: A handbook for dreaming, organizing, and improvising in your center. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. Reflecting children's lives: A handbook for planning child-centered curriculum. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. The art of awareness: How observation can transform your teaching. St. Paul, MN: Redleaf Press.

Edwards, C. et al, eds (© 1998). The hundred languages of children: The Reggio Emilia Approach –Advanced reflection. Stamford, CT: Ablex Publishing Corporation.

Gandini, L. & Edwards, C. P. (© 2001). Bambini: The Italian approach to infant/toddler care. New York, NY: Teachers College Press.

Gardner, H. (© 1993). Frames of Mind: The theory of multiple intelligences. New York, NY: Basic Books.

Helm, Harris J. & Lilian Katz. Young investigators: The project approach in the early years. St. Paul, MN: Redleaf Press.

Jones, E. Teaching adults: An active learning approach. Washington, DC: NAEYC.

Jones, E. & Nimmo, J. Emergent curriculum. Washington, DC: NAEYC.

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Katz, L. & Chard, S. (© 1989). Engaging children's minds: The project approach. Stamford, CT: Ablex Publishing Corporation.

Shore, R. (© 997). Rethinking the brain: New insights into early development. New York, NY: Families and Work Institute

Other Learning Resources

Audiovisual
No resources specified

Electronic
http://artsedge.kennedy-center.org/ http://www.nwrel.org/cfc/ http://www.eastern.edu/publications/emme/ http://www.gsn.org/ http://curry.edschool.virginia.edu/curry/centers/multicultural/ http://www.scholastic.com/ http://www.ankn.uaf.edu/ http://www.dreamtime.net.au/dreaming/index.htm http://www.kstrom.net/isk/mainmenu.html#top http://ecrp.uiuc.edu/v3n2/mendoza.html http://www.cbookpress.org/ http://ecrp.uiuc.edu/index.html http://www.scils.rutgers.edu/~kvander/ChildrenLit/asian.html http://members.aol.com/mcsing29/index.htm http://www.cynthialeitichsmith.com/ http://www.soemadison.wisc.edu/ccbc/50mult.htm http://www.hehd.clemson.edu/CurrInst/Kaminski/indexK.htm http://www.isomedia.com/homes/jmele/homepage.html http://www.nypl.org/branch/kids/asian/asian.html http://www.storyarts.org/ http://clnet.ucr.edu/Latino_Bibliography.html http://clnet.ucr.edu/library/bplg/ http://www.oyate.org/ http://www.crede.ucsc.edu/ http://www.dshs.wa.gov/occp/22-486.pdf http://www.gse.harvard.edu/hfrp/projects/fine.html http://www.futureofchildren.org/

Other
No resources specified