

Western Technical College

10307166 Early Childhood Education (ECE): Curriculum Planning

Course Outcome Summary

Course Information

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| Description | This 3-credit course examines the components of curriculum planning in early childhood education. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; examine the critical role of play; establish a developmentally appropriate environment; examine caregiving routines as curriculum; develop activity plans that promote child development and learning; develop unit plans that promote child development and learning; analyze early childhood curriculum models. |
| Career Cluster | Human Services |
| Instructional Level | Associate Degree Courses |
| Total Credits | 3 |

Textbooks

Early Education Curriculum: A Child's Connection to the World. 7th Edition. Copyright 2018. Jackman, Hilda. Publisher: Cengage Learning. **ISBN-13:** 978-1-305-96063-3. Required.

Learner Supplies

Art Supplies: Adult scissors, jar of rubber cement, small scissors with pointed tip, box of water based colored markers, utility knife, eraser, box of crayons or colored pencils, permanent black marker, large roll of clear contact paper, plastic grid ruler, storage container for materials.. **Vendor:** To be discussed in class. Required.

Lanyard with student ID. **Vendor:** To be discussed in class. Required.

YWCA Access Card. **Vendor:** To be discussed in class. Required.

Core Abilities

1. **Demonstrate ability to think critically.**
2. **Demonstrate ability to value self and work ethically with others in a diverse population.**
3. **Make decisions that incorporate the importance of sustainability.**

4. **Transfer social and natural science theories into practical applications.**
5. **Use effective communication skills.**
6. **Use technology effectively.**

Course Competencies

1. Document strategies that support diversity and anti-bias perspectives.

Assessment Strategies

- 1.1. using written or oral activities as provided by the instructor
- 1.2. in a classroom setting or simulated environment
- 1.3. individually or in groups

Learning Objectives

- 1.a. Describe best practices in anti-bias/culturally sensitive curriculum.
- 1.b. Identify aspects of the environment that reflect an anti-bias/culturally sensitive approach.
- 1.c. Distinguish between anti-bias/culturally sensitive learning activities.
- 1.d. Become familiar with anti-bias/culturally sensitive resources.
- 1.e. Recognize an anti-bias/culturally sensitive approach to holidays.

2. Examine the critical role of play as it relates to curriculum planning.

Assessment Strategies

- 2.1. through oral or in written products
- 2.2. individually and/or in small groups
- 2.3. in the classroom

Learning Objectives

- 2.a. Describe how play supports child development.
- 2.b. Define developmental domains: cognitive, physical, affective, social/emotional, language.
- 2.c. Utilize play opportunities to foster development in all domains.
- 2.d. Define the different types of play, i.e. solitary, onlooking, parallel, associative, cooperative, etc.
- 2.e. Identify noteworthy elements in children's play episodes.

3. Analyze a developmentally appropriate environment.

Assessment Strategies

- 3.1. through oral or in written products
- 3.2. individually and/or in small groups
- 3.3. in the classroom

Learning Objectives

- 3.a. Identify different curriculum areas.
- 3.b. Identify common learning centers in early childhood environments (indoor and outdoor).
- 3.c. List typical materials, equipment and supplies that are appropriate to development.
- 3.d. Describe how the physical environment contributes to learning.
- 3.e. Describe how aesthetics enhance learning.
- 3.f. Characterize the difference in learning environments for infants, toddlers, preschoolers, and school-age children.

4. Integrate Developmentally Appropriate Practice (DAP) into curriculum.

Assessment Strategies

- 4.1. through oral or in written products
- 4.2. individually and/or in small groups

4.3. in the classroom

Learning Objectives

- 4.a. Review components of DAP.
- 4.b. Identify teaching strategies and techniques that support children and programming.
- 4.c. Describe the common elements of the daily schedule.
- 4.d. List the criteria of a developmentally appropriate schedule.
- 4.e. Explain the impact of transitions and routines within early childhood programming.
- 4.f. Plan developmentally appropriate transitions and routines.
- 4.g. Describe opportunities for learning within the daily routines and schedule.

5. Develop activity plans that promote child development and learning.

Assessment Strategies

- 5.1. through oral or in written products
- 5.2. individually and/or in small groups
- 5.3. in the classroom

Learning Objectives

- 5.a. Link curricular areas to developmental domains.
- 5.b. Identify the components of an activity plan, including follow-up assessment/reflection.
- 5.c. Describe developmentally appropriate plans.
- 5.d. Describe how planning care for infant/toddler is different than planning for preschool/school age children.
- 5.e. Create an activity plan.

6. Develop curriculum plans that promote child development and learning across all content areas.

Assessment Strategies

- 6.1. through oral or in written products
- 6.2. individually and/or in small groups
- 6.3. in the classroom

Learning Objectives

- 6.a. Identify the components of a curriculum plan, including follow-up activities.
- 6.b. Link activity plans to curriculum planning.
- 6.c. Describe developmentally appropriate curriculum planning.
- 6.d. Link curriculum planning to set-up of the learning environment.
- 6.e. Create a weekly curriculum plan.

7. Analyze early childhood curriculum models.

Assessment Strategies

- 7.1. through oral or in written products
- 7.2. individually and/or in small groups
- 7.3. in the classroom

Learning Objectives

- 7.a. Describe the approach to curriculum planning for the High Scope model.
- 7.b. Describe the approach to curriculum planning for the Montessori model.
- 7.c. Describe the approach to curriculum planning for the Reggio-Emilia model.
- 7.d. Describe the approach to curriculum planning for The Creative Curriculum.
- 7.e. Describe the approach to curriculum planning for the theme-based model.
- 7.f. Describe the approach to curriculum planning for other models as identified by the instructor.
- 7.g. Contrast how the different models for curriculum support child development.