

**CHLD 90.4 Course Outline as of Fall 2010****CATALOG INFORMATION**

Dept and Nbr: CHLD 90.4 Title: INTRO TO CURRICULUM

Full Title: Introduction to Curriculum

Last Reviewed: 2/28/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHLD 90.4

**Catalog Description:**

This course presents an overview of knowledge and skills related to planning and implementing developmentally and culturally appropriate curriculum and environments for young children ages 0 to 8. It examines the teacher's role in promoting practices that support learning and development with an emphasis on the essential role of play. Students will study the overview of content areas including but not limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science, using the environment as a foundation for curriculum. This course is required for the Child Development Teacher Certificate and the Child Development Major (AA).

**Prerequisites/Corequisites:**

Course Completion of CHLD 10 (or CHLD 110.1 and CHLD 110.2); and Course Completion of CHLD 51

**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100 and presently working with children.

**Limits on Enrollment:****Schedule of Classes Information:**

**Description:** This course presents an overview of knowledge and skills related to planning and implementing developmentally and culturally appropriate curriculum and environments for young children ages 0 to 8. It examines the teacher's role in promoting practices that support learning and development with an emphasis on the essential role of play. Students will study the overview of content areas including but not limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science, using the environment as a foundation for curriculum. This course is required for the Child Development Teacher Certificate and the Child Development Major (AA). (Grade Only)

**Prerequisites/Corequisites:** Course Completion of CHLD 10 (or CHLD 110.1 and CHLD 110.2); and Course Completion of CHLD 51

**Recommended:** Eligibility for ENGL 100 or ESL 100 and presently working with children.

**Limits on Enrollment:**

**Transfer Credit:** CSU;

**Repeatability:** Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>

<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
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<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1987	<b>Inactive:</b>
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<b>UC Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
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### **CID:**

<b>CID Descriptor:</b>	ECE 130	Introduction to Curriculum
<b>SRJC Equivalent Course(s):</b>		CHLD90.4

### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of the course students will be able to:

1. Plan appropriate curriculum that supports a range of developmental, cultural, and linguistic backgrounds.
2. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment, and curriculum planning principles that support optimal group and individual learning and development for all children.
3. Explain the value of play as a major element in curriculum design and implementation.
4. Create an observation based, integrated curriculum using a web of possibilities for activities and the environment.
5. Include the concept of emergent curriculum in developing a curriculum plan.
6. Identify key ways in which the environment functions as an essential component of the curriculum.
7. Utilize observation, documentation, and evaluation of children in naturalistic settings and propose appropriate curriculum possibilities for expanding children's learning in a variety of curriculum content areas.

8. Create curriculum opportunities that reflect developmentally appropriate learning objectives in foundational content areas and developmental domains.
9. Design a family involvement component that reflects knowledge of the teacher's role in creating a strong home-school connection that supports children and their families.

### **Topics and Scope:**

#### **A. Foundations of curriculum**

1. Theories of curriculum design
2. Developmental, cultural and individually appropriate principles
3. The role of play

#### **B. Utilizing diverse curriculum models**

1. The physical environment as a foundation of curriculum
2. Thematic, integrated curriculum
3. Emergent curriculum
4. The project or study approach
5. Anti-bias curriculum

#### **C. The teacher's role in curriculum**

1. Interactions with individual children in large and small groups
2. Concepts of group and individual behavior management
3. Inclusion of families in children's learning
4. Observation and documentation methods and assessment techniques of children and programs
5. Using observation to design and assess emergent curriculum and environments

#### **D. Curriculum to meet the needs of all children**

1. Developmentally appropriate
2. Individually appropriate
3. Culturally appropriate

#### **E. How to plan curriculum**

1. Identifying goals and objectives that reflect children's developmental levels and cultural backgrounds
2. Short and long term planning for a designated age group or multi-age group
3. Planning activities and materials in key content and developmental areas such as language and literacy, math and science, art and creativity, social, emotional and physical development
4. Utilizing specific interest areas and physical arrangements
5. Planning daily schedules and routines to support the curriculum

### **Assignment:**

Assignments may include:

1. Complete an observation and analysis of a program environment using standardized rating scales (Creative Curriculum, Early Childhood Environment Rating Scale).
2. Design play based, developmentally appropriate activities as part of an observation based emergent, integrated, thematic curriculum web, reflecting an understanding of key content and subject areas.
3. Design a week long series of daily plans for a designated group or individual child that reflects short and long term goals based on observations, documentation and analysis of children's abilities and interests.
4. Respond, analyze and apply concepts from assigned readings to 6-8 reflective one page journal entries to include the role of teachers, curriculum design theories, the role of environments and daily schedules, and the importance of family culture in program design.
5. Design a family involvement component of the curriculum to support the homeschool connection.

6. Assigned textbook reading of approximately 20 pages per week.
7. Essay exams or quizzes approximately 2-5.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Observation, written analysis and activity plans.

Writing  
10 - 30%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Curriculum plan using observation and formal assessment

Problem solving  
10 - 30%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, group and individual presentations of integrated activity

Skill Demonstrations  
20 - 30%

**Exams:** All forms of formal testing, other than skill performance exams.

Essay exams and short answer exams.

Exams  
20 - 30%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

All classic:

Trister Dodge, D., Colker, L., Heroman, C. (2002). The Creative Curriculum for Preschool (4th ed.) Washington, DC: Teaching Strategies Inc.

Dombro, A., Colker, L., Trister Dodge, D. (2001). Creative Curriculum for Infants and Toddlers (revised ed.) Washington, DC: Teaching Strategies Inc.

Gestwicki, D. (1999). Developmentally Appropriate Practice: Curriculum and Development in Early Education. U.S.A.: Delmar Publishers.

Carter, M. & Curtis, D. (1996). Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum. Minnesota: Redleaf Press.