

Las Positas College
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Course Outline for ECD 82

COMMUNICATION AND BEHAVIOR GUIDANCE FOR THE SCHOOL-AGE CHILD

Effective: Fall 2017

I. CATALOG DESCRIPTION:

ECD 82 — COMMUNICATION AND BEHAVIOR GUIDANCE FOR THE SCHOOL-AGE CHILD — 1.00 - 3.00 units

No longer offered

1.00 - 3.00 Units Lecture

Prerequisite

ECE 63 - Early Childhood Curriculum
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

	<u>MIN</u>	<u>MAX</u>
Lecture Hours:	18.00	54.00
Total Hours:	18.00	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ECE63

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. prepare curriculum materials for use by young children;
- B. develop personal skills in curriculum presentation;
- C. write activity plans in curriculum areas covered;
- D. develop curriculum to foster age-appropriate development; Aesthetic and affective (creative arts, music and movement); Physical (creative arts, music and movement); Cognitive (math, science, language and literacy);
- E. enrich classroom activity centers;
- F. integrate curriculum topics throughout the total early childhood program;
- G. individualize curriculum to meet specific needs of individual children.

V. CONTENT:

- A. Preparing and presenting curriculum activities
- B. Writing activity plans
- C. Age-appropriate expectations for young children
- D. Enriching classroom activity centers
- E. Curriculum for the whole child, throughout the early childhood program
- F. Integrating curriculum topics
- G. Meeting individual children's needs

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Guest Lecturers** -
- D. **Demonstration** -
- E. **Projects** - Group projects
- F. Media presentations

VII. TYPICAL ASSIGNMENTS:

- A. Using the three different types of curriculum development: theme based, web based and emergent curriculum, present an oral report which compares and contrasts these curriculum models
- B. Utilize your observations of an early childhood classroom to identify student curricular interests and needs. Enrich the environment in one interest area of the classroom

based on your observations and knowledge of emergent curriculum. Provide visual and written documentation of the ongoing process along with a teacher's perspective of the objectives being attained through the materials and support provided.

VIII. EVALUATION:

A. **Methods**

B. **Frequency**

1. Frequency
 - a. Weekly participation
 - b. Two exams or projects
 - c. One written report or observation
 - d. 1-3 presentations
 - e. 5-15 journal reflections

IX. TYPICAL TEXTS:

1. - *California Preschool Learning Foundations.*, California Department of Education, 2008.
2. Copple, Carol and Bredekamp, Sue *Basics of Developmentally Appropriate Practice: An Introduction to Teachers of Children 3 to 6.* 3rd ed., NAEYC, 2009.
3. Neuman, Susan B. and Roskos, Kathleen *Nurturing Knowledge: Building a Foundation for School Success by Linking Early Literacy to Math, Science, Art, and Social Studies.*, NAEYC, 2007.
4. Schickedanz, Judith A. *Increasing the Power of Instruction: Integration of Language, Literacy, and Math Across the Preschool Day.*, NAEYC, 2008.

X. OTHER MATERIALS REQUIRED OF STUDENTS: