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**Course Outline for ECD 63**  
**EARLY CHILDHOOD CURRICULUM**  
**Effective: Fall 2013**

**I. CATALOG DESCRIPTION:**

ECD 63 — EARLY CHILDHOOD CURRICULUM — 4.00 units

Professional application of the principles of human growth and development in: the study of play based inclusive curriculum, the physical environment and learning experiences including program content, the use of materials, the facilitation and guidance of all children's experiences based on developmentally appropriate principles, the methods used to meet all children's physical, social, emotional, cognitive and creative needs, including infants and toddlers within cultural context.

3.00 Units Lecture 1.00 Units Lab

**Prerequisite**

ECE 50 - Early Childhood Principles and Practices  
with a minimum grade of C  
and

ECE 56 - Child Growth and Development  
with a minimum grade of C

**Grading Methods:**

Letter Grade

**Discipline:**

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Lab Hours:</b>	54.00
<b>Total Hours:</b>	108.00

**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. ECE50
- B. ECE56

**IV. MEASURABLE OBJECTIVES:**

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

- A. plan an early childhood program utilizing the theories and principles of human growth and development as they apply to all young children's needs;
- B. demonstrate and discuss the learning process in early childhood as it relates to play;
- C. observe, plan, assess, and evaluate the environment, including the role of the teacher as related to providing developmentally appropriate curriculum;
- D. plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children;
- E. plan and facilitate the following curriculum for all young children from an anti-bias perspective using developmentally appropriate practices: language arts/literacy, dramatic play, creative arts, sensori-motor exploration, outdoor, nutrition and health, music/movement, math and science, blocks, and manipulatives;
- F. plan curriculum that reflects an understanding of cultural diversity, the home language and the development of English as a second language.
- G. evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

**V. CONTENT:**

- A. The role of theory in practice
  - 1. Study of theories, including constructivist, as they pertain to child development and curriculum
  - 2. Translate theory and principles of human growth and development into curriculum planning and developmentally appropriate practices.
- B. Developmentally appropriate practice
  - 1. Age appropriate (infant-8 years)

2. Inclusive and Individual
3. Within a cultural context
4. Includes families
5. Supports home language and the development of English as a second language
6. Promotes sense of self identity
7. Builds competence across all domains
8. Anti-bias perspective
- C. Individual and group needs
  1. Room arrangement
  2. Modification of environment and materials
  3. Scheduling and transitions
  4. Facilitating children's participation
  5. Promoting developmental growth
  6. Practical considerations
- D. Appropriate inclusive, play based curriculum in a safe, secure and nurturing environment
  1. Language arts/literacy
  2. Dramatic play
  3. Creative arts
  4. Sensori-motor
  5. Outdoor play
  6. Nutrition and health
  7. Music and movement
  8. Math and Science
  9. Blocks and manipulatives
- E. Cycle of observation
  1. Observe, plan, analyze, and assess
  2. Plan and reflect
  3. Accountability through documentation
- F. Professionalism
  1. Code of Ethics
  2. Establish respectful relationships with children, families, and staff
  3. Maintain confidential communication with families and colleagues
  4. Using reflection in correlation with current research to influence practice

#### VI. METHODS OF INSTRUCTION:

- A. **Projects** - Individual and collaborative projects
- B. **Audio-visual Activity** -
- C. **Discussion** -
- D. **Demonstration** - Simulated demonstration laboratory or laboratory experience
- E. **Lecture** -
- F. **Guest Lecturers** -

#### VII. TYPICAL ASSIGNMENTS:

##### A. Reading and Writing

1. Select and read two articles that focus on a specific pedagogy related to curriculum. Summarize the information and state how it substantiates or contradicts developmentally appropriate practice.
2. A reflection is to be written for each class session and reading assignment. The reflection will summarize three principles or points of information contained within the class and reading. Include application of these principles within an early childhood classroom.

##### B. Projects/Presentations

1. Curriculum Project (write an inclusive assignment and check these assignments)
  - a. Prepare a written plan of an activity that includes the project's projected goals and objectives.
  - b. The implementation and documentation section of the project will include an observation of the activity that was carried out at an early childhood educational setting. The interaction of children with the materials and one another is to be included.
  - c. In the evaluation section assess if the activity met the goals and objectives. Justify any modifications that would be made if the activity was repeated.

#### VIII. EVALUATION:

##### A. **Methods**

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Oral Presentation
5. Projects
6. Field Trips
7. Group Projects
8. Class Participation
9. Class Work
10. Home Work
11. Lab Activities

##### B. **Frequency**

1. One midterm
2. Projects
3. Presentations
4. Final or final project

#### IX. TYPICAL TEXTS:

1. Copple, Carol and Bredecamp, S. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age Eight*. Revised ed., National Association for the Education of Young Children, 2008.
2. Hendrick, Joanne . and Weissman, Patricia *Total Learning: Developmental Curriculum for the Young Child*. 8th ed., Merrill-Prentice Hall, 2010.
3. Stacey, Susan *Emergent Curriculum in Early Childhood Settings: From Theory to Practice*., Redleaf Press, 2008.
4. California Department of Education *California Preschool Learning Foundations*. Vol 1, 2, 3 ed., California Department of Education, WestEd, 2010.
5. California Department of Education *California Infant/Toddler Learning and Development Foundations*., California Department of Education, WestEd, 2010.

X. OTHER MATERIALS REQUIRED OF STUDENTS: