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**Course Outline for ECE 63**  
**EARLY CHILDHOOD CURRICULUM**  
**Effective: Fall 2018**

**I. CATALOG DESCRIPTION:**

ECE 63 — EARLY CHILDHOOD CURRICULUM — 4.00 units

This course offers students the opportunity for professional application of the principles of child growth and development in the study of play based, inclusive curriculum within the physical environment of the infant, toddler and preschool classrooms. The learning experiences will include program content pertaining to the use of materials, the facilitation and guidance of all children's experiences based on what is culturally and developmentally appropriate for children; utilizing best practices in meeting the children's physical, social, emotional, cognitive and creative needs.

3.00 Units Lecture 1.00 Units Lab

**Prerequisite**

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

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

**Grading Methods:**

Letter Grade

**Discipline:**

- Child Development/Early Childhood Education

|   | <b>MIN</b> |
|---|------------|
| <b>Lecture Hours:</b>                       | 54.00      |
| <b>Expected Outside<br/>of Class Hours:</b> | 108.00     |
| <b>Lab Hours:</b>                           | 54.00      |
| <b>Total Hours:</b>                         | 216.00     |

**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**

1. Define and describe the theories, philosophies, goals, objectives and methods associated with contemporary group care and educational systems as related to developmentally appropriate practices for all young children with typical and atypical development in a play based environment
2. Examine the value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children
3. Describe how culture influences early childhood programs and practices
4. Describe guidance and positive communication strategies which promote children's social competence in a caring community
5. Identify program adaptations which may be needed to support children with diverse abilities
6. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development
7. Document written objective observations based on specific criteria which informs curriculum
8. Explain the professional standards of early care and education and importance of establishing relationships with coworkers, families, children and the professional community
9. Develop a personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP)

**B. ECE56**

1. Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias
2. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
3. Articulate the connection between child development knowledge and appropriate practices
4. Describe current trends in research about early childhood

5. Describe typical development milestones of children birth through adolescence
6. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
7. Evaluate the role of play and its relationship to development at various stages
8. Identify the teachers role and ethical responsibilities to children

#### IV. MEASURABLE OBJECTIVES:

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

- A. plan curriculum for an early childhood program utilizing the theories and principles of child growth and development.
- B. demonstrate and discuss the learning process in early childhood as it relates to play;
- C. observe, plan, assess, and evaluate the curriculum in ECE environments, 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. 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. 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
- C. Cycle of observation
  1. Observe, plan, analyze, and assess
  2. Plan and reflect
  3. Accountability through documentation
- 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. 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
- 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. **Lecture** -
- B. **Discussion** -
- C. **Projects** - Individual and collaborative projects
- B. **Guest Lecturers** -
- F. **Demonstration** - Simulated demonstration laboratory or laboratory experience
- G. **Audio-visual Activity** -

#### 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. Portfolios
4. Oral Presentation
5. Projects
6. Field Trips
7. Class Participation
8. Class Work
9. Lab Activities

**B. Frequency**

1. One midterm
2. Three projects
3. Three oral presentations
4. One field trip
5. One portfolio
6. Three quizzes
7. Weekly lab activities
8. Daily class participation and work
9. 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. Stacey, Susan. *Emergent Curriculum in Early Childhood Settings: From Theory to Practice*. 2nd ed., Redleaf Press, 2017.
3. California Department of Education *California Preschool Learning Foundations*. Vol 1, 2, 3 ed., California Department of Education, WestEd, 2010.
4. California Department of Education *California Infant/Toddler Learning and Development Foundations*., California Department of Education, WestEd, 2010.
5. Curtis, Deb. *Reflecting Children's Lives*. 2011 ed., Redleaf, 2011.
6. Rosales, Allen. *Mathematizing: An Emergent Math Curriculum Approach for Young Children*. 1st ed., Redleaf Press, 2015.

**X. OTHER MATERIALS REQUIRED OF STUDENTS:**