COURSE INFORMATION FORM

DISCIPLINE  Child Growth and Development
COURSE TITLE  Curriculum in Early Childhood Education

CR.HR  3  LECT HR  3  LAB HR  CLIN/INTERN HR  CLOCK HR

CATALOG DESCRIPTION
This course will examine developmentally appropriate practices and the teacher’s role in curriculum and instruction for young children. The purpose and characteristics of curriculum models past and present will be examined. Curriculum adaptation to accommodate diverse learners will be examined. Play as an overriding component of early childhood curriculum will be stressed. Development of activity plans, lesson plans based on developmentally appropriate practice for children at varying ages and stages will be required. The guidelines of Kansas and Missouri Core Competencies for Early Care and Education Professionals and the National Association for the Education of Young Children (NAEYC) standards are followed in this course.

PREREQUISITES
CDCG 113

EXPECTED STUDENT OUTCOMES IN THE COURSE
1. Summarize the central concepts, tools of inquiry, and structures of the discipline(s) taught and create learning experiences that make these aspects of the subject matter meaningful for children
2. Identify different curriculum areas and common learning centers in early childhood education centers
3. Examine the critical role of play in the early childhood educational environment
4. Examine schedules and routines as curriculum
5. Analyze early childhood curriculum models of the past and present
6. Integrate instructional strategies that acknowledge and celebrate diversity
7. Develop and justify adapted instructional techniques to meet children’s diverse learning needs and styles
8. Outline federal and state requirements for early childhood curriculum
9. Create activity plans and lesson plans which integrate instructional strategies that acknowledge and celebrate diversity
10. Create curriculum that meets children’s need, interests, and development in a child-initiated, child-directed program
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

- Quizzes and periodic tests (1, 4, 8)
- Activity plans and lesson plans (1, 6-10)
- Individual and group projects (2-6, 10)
- Article reviews (3)

Artifacts:
Analysis of a published curriculum model following established guidelines – Program Outcomes Key Assessment
NAEYC Key Assessment

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.

1. Use developmentally appropriate strategies for teaching
2. Demonstrate an understanding of content knowledge in early education
3. Support learning by building meaningful curriculum
4. Master and applying foundational concepts from general education
5. Make connections between prior knowledge/experience and new learning
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. What Should Be Taught? How Should It Be Taught?
   A. Curriculum components or disciplines
      1. Integrated Activities
      2. Learning Centers
   B. Review of Characteristics and Learning
      1. Infants/Toddlers
      2. Preschool years
      3. PreK
      4. Kindergarten
      5. Early Elementary
   C. Play in Early Childhood Learning
   D. Routines as Curriculum
      1. Scheduling
      2. Transitions
      3. Guidance

II. Overview of Historical Models of Curricula in early childhood education

III. Overview of current models of curricula in early childhood education
   A. Theoretical basis for curriculum – constructivism, Eriksonian, behaviorist,…
   B. Montessori, Reggio, Creative Curriculum, Houghton Mifflin, Success for All/Ready to Learn, High Scope, Project Construct,…
   C. Brain research in learning readiness and critical developmental periods
   D. Theme based curriculum

IV. Diversity Education
   A. Acknowledging and Celebrating Diversity
   B. Integrating cultural variation into the curriculum
   C. Socio-economic differences and curriculum adaptation
   D. Developmental differences and curriculum adaptation
   E. Disabilities and curriculum adaptation

V. Federal and state requirements
   A. Head Start
   B. IDEA
   C. NCLB
   D. Show Me Standards

VI. Creating Curriculum
   A. Activity Plans
   B. Lesson Plans