Course Title – Curriculum Resources for Early Childhood Programs  
Course Prefix and Number – CDEC 1313  
Department – Education/ Early Childhood  
Division – Technology and Business  
Course Type: (check one)  
☐ Academic General Education Course (from ACGM – but not in WCJC Core)  
☐ Academic WCJC Core Course  
☒ WECM course (This course is a Special Topics or Unique Needs Course: Y ☐ or N ☒)  

Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #  3:3:0  
Equated Pay hours for course - 3

Course Catalog Description - A study of the fundamentals developmentally appropriate curriculum design and implementation in early care and education programs for children birth through age eight.

Prerequisites/Co-requisites - None

Prepared by Barbara S. Lynn  
Date 06-19-2015

Reviewed by Department Head Barbara S. Lynn  
Date 06-19-2015

Accuracy verified by Division Chair  
David Kucera  
Date 07/10/2015

Approved by Dean or Vice President of Instruction  
Leigh Ann Collins  
Date 12/03/15
I. **Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

- Defining Developmentally Appropriate Practice
- Play and stages of play
- Creating Curriculum using Pre-K Guidelines and The TEKS (Texas Essential Knowledge and Skills); Components of the Lesson Plan
- Language/Literacy, listening, speaking, reading, writing
- Literature as a means of teaching children in all subject areas
- “Bibliotherapy”-Literature that heals
- Scheduling and environments
- Mathematics and logical reasoning
- Puppets
- Routines-the curriculum for infants and toddlers
- Adapting lessons for children with disabilities;
- Art Experiences with Children
- Sensory Centers
- Fine motor tasks
- Gross Motor Tasks
- Music and Movement;
- Dramatic Play and Creative Dramatics
- Self Help Skills
- Science concepts; hands-on activities
- Social Studies
- Observation, assessment, and evaluation of student performance to create curriculum
- Reinforcing the curriculum in children’s homes/ Family involvement

II. **Course Learning Outcomes**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods of Assessment</th>
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<tbody>
<tr>
<td>Upon successful completion of this course, students will:</td>
<td>1, 2, 3, 4, 5, 7. Midterm and final exam (and any other tests or quizzes deemed necessary by the instructor); grade of 70 indicates mastery. The midterm exam must include at least one essay question to assess higher levels of Bloom’s Taxonomy.</td>
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<tr>
<td>1. Define developmentally appropriate practices;</td>
<td>1, 2, 3, In class assignments-designing lesson plans for all content areas.</td>
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<tr>
<td>2. Describe the process of child-centered curriculum development; and develop guidelines for creating learning environments.</td>
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<td>3. describe teacher roles in early childhood classrooms</td>
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<td>4. Prepare a developmentally appropriate schedule including routines and transitions; and</td>
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</table>
5. Select, plan, implement, and evaluate developmentally appropriate learning experiences for children.

6. Design a week of lesson plans for one group of children ages birth-grade 6 including learning objectives, procedures, materials, and evaluation sections.

7. Apply principles of developmentally appropriate practices (as defined by NAEYC) to planning an effective learning environment, transition times, and lessons for one group of children ages birth-grade 6.

8. Communicate thoughts, ideas, information, and messages in writing in a weekly journal.

2, 3, 4, 5, 6, 7. Term project which includes a schedule, plan for the indoor and outdoor learning environments, and lessons centered around one theme for one age group. Lessons will be submitted in increments so that instructors can provide feedback to students in the completion of the project. The project will be graded with a departmental rubric with a minimum grade of 70 points indicating mastery. Students will share a portion of their project informally in class.

8. In-class journal entries factored into the attendance/participation grade

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.
Most recent edition of:


AND


IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
Space for students to work in small groups as needed.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

After completing the readings for the course and participating in class lectures and discussions, students will be graded in the following manner:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A Excellent Work</td>
<td>Tests and quizzes-60%</td>
</tr>
<tr>
<td>80-89</td>
<td>B Good Work</td>
<td>Term Project-30%</td>
</tr>
<tr>
<td>70-79</td>
<td>C Average Work</td>
<td>Class Participation, Weekly journal entries Professional</td>
</tr>
<tr>
<td>60-69</td>
<td>D Minimal Level of Work</td>
<td>Professional Demeanor, and Attendance-10%</td>
</tr>
<tr>
<td>59 and below</td>
<td>F Does not pass course standards</td>
<td></td>
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</tbody>
</table>

VII. Curriculum Checklist

Administrative-Master Syllabus
Revised April 2014
- **Academic General Education Course** (from ACGM – but not in WCJC Core)
  No additional documentation needed

- **Academic WCJC Core Course**
  Attach the Core Curriculum Checklist, including the following:
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives

- **WECM Courses**
  If needed, revise the Program SCANS Matrix & Competencies Checklist.