



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

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.

Prerequisites/Co requisites - none

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

Prepared by Barbara S. Lynn

Date 06-28-2011

Reviewed by department head Barbara S. Lynn

Date 06-28-2011

Accuracy verified by Division Chair David Kucera

Date 10/21/11

Approved by Dean of Vocational Instruction or Vice President of Instruction SDees

Date 7/11/12



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):

- Define developmentally appropriate practices (according to the National Association for the Education of Young Children-NAEYC).
- Describe the process of child-centered curriculum development and lesson planning
- Explain the importance of play, active student involvement, and meaningful conversations with teachers and peers in designing lessons for children.
- Develop guidelines for creating developmentally appropriate indoor and outdoor learning environments.
- Apply an understanding of teacher roles in early childhood classrooms (infant, toddler, preschool, and school age levels)
- Prepare a developmentally appropriate schedule including routines and transitions
- Select, plan, implement, and evaluate developmentally appropriate learning experiences for children in the following areas: Language/Language Arts, Literacy, Math, Science, Social Studies, Movement and Physical Education; Creative Activities (Art, Music, Drama)
- Discuss how to make adaptations and accommodations to the learning environment and curriculum when including children with special needs

NAEYC Standards measured in this course:

1. To promote child development and learning
2. To design, implement, and evaluate learning experiences for children
3. To identify with and act as an early childhood professional

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<ol style="list-style-type: none"> 1. Define “developmentally appropriate practice” as defined by the National Association for the Education of Young Children as it relates to planning environments and instruction for children ages birth-grade 6. 2. Design a week of lesson plans for one group of children ages birth-grade 6 including learning objectives, procedures, materials, and evaluation sections. 3. Design schedules for indoor and outdoor activities for a variety of ages one age group (birth-grade 6). 4. 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. 5. Communicate thoughts, ideas, information, and messages in writing in a weekly journal. 	<ol style="list-style-type: none"> 1. 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. 2. In class assignments-designing lesson plans for all content areas. 2, 3, and 4. 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. 5. 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 editions of:

Jackman, H.L. (2009). *Early education curriculum: A child’s connection to the world (4th ed.)*. Clifton Park, NY: Thomson Delmar Learning. ISBN 13: 978-1-111-34264-7

AND

Bredenkamp, S. & Copple, C. (2009). *Developmentally appropriate practice in early childhood programs*. Washington, DC: NAEYC. ISBN 13: 978-1-928896-64-7

IV. Suggested Course Maximum - 30

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

None

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:

90-100-A Excellent Work	Tests and quizzes-60%
80-89-B Good Work	Term Project-30%
70-79 C Average Work	Class Participation, Weekly journal entries Professional Demeanor, and Attendance-10%
60-69 D Minimal Level of Work	
59 and below-F Does not pass course standards	

VII. Curriculum Checklist

- **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.