



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 and 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 hours

Course Catalog Description –

A study of the fundamentals of curriculum design and implementation in developmentally appropriate programs for children.

Prerequisites/Corequisites - none

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) none

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/25/09
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/25/09
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Vice President Dr. Ty Pate <i>Dean</i>	Signature <i>Juc</i>	Date 7-22-09



- 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. 2. Design a week of lesson plans for 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 (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. 	<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. 2. In class assignments-designing lesson plans for all content areas; independent term project graded by a rubric (70 indicates mastery). 3. In class assignments-designing learning environments and planning schedules; independent term project graded by a rubric (70 indicates mastery). 4. Student-generated term project which includes a schedule, plan for the indoor and outdoor learning environments, and lessons centered around one theme for one age group. The term project will be shared with classmates in class and will be graded according to a departmental rubric. Students must achieve a minimum grade of 70.

II. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Jackman, H.L. (2009). *Early education curriculum: A child’s connection to the world (4th ed.)*. Clifton Park, NY: Thomson Delmar Learning. ISBN 13: 978-1-4018-3729-7

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

III. Suggested Course Maximum – 35

IV. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
none

V. 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, Professional Demeanor, and |
| 60-69 D Minimal Level of Work | Attendance -10% |
| 59 and below-F Does not pass course standards | |

VI. 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**
Attach the following:
 - Program SCANS Matrix
 - Course SCANS Competencies Checklist