

CD M14: INTRODUCTION TO CURRICULUM

Originator

scoulter

College

Moorpark College

Attach Support Documentation (as needed)

intro-to-curriculum-worksheet-8-2021.docx

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M14

Course Title (CB02)

Introduction to Curriculum

Banner/Short Title

Introduction to Curriculum

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Presents an overview of developmentally appropriate curriculum and environments for children birth through age eight. Analyzes research of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

D - Possibly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

CD M02, CD M11

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

CD M02, CD M11

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | apply elements of various curriculum models, approaches, theories, and standards for early learning including indicators of quality to plan and individualize curriculum for children ages birth through eight. |
| 2 | plan indoor and outdoor environments based on knowledge and understanding of children's development and needs. |
| 3 | develop curriculum for all content areas to support children's learning and developmental needs. |
| 4 | develop an environment that honors the diversity of the learning community through empowerment, equity, respect, and dignity. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1	explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.
2	explain how the curriculum is integrated across all developmental domains and content areas.
3	observe and evaluate teaching strategies, curriculum, and environmental designs.
4	observe children as a basis for planning curriculum and environments.
5	apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
6	develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.
7	explain how different teaching strategies could be used for a variety of curriculum goals.
8	describe guidance and interaction approaches to support social relationships and learning.
9	explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.
10	describe various strategies for engaging and partnering with families to support children's development and learning.

Course Content

Lecture/Course Content

- **20% - Theoretical Frameworks for Planning Curriculum and Environments**
- **20% - Models of Developmentally Appropriate Play-Based Approaches Such As**
 - Emergent Curriculum
 - High-Scope
 - Waldorf
 - Reggio Emilia
 - Montessori
- **60% - Planning Early Childhood Curriculum**
 - Effective practices for planning, implementing, and evaluating developmentally, linguistically, and culturally appropriate curriculum, and learning experiences for:
 - Infants and toddlers
 - Preschoolers
 - School-age children
 - The ongoing curriculum cycle
 - Observe
 - Plan
 - Implement
 - Assess
 - Document
 - Reflect
 - Level of teacher involvement-teaching continuum
 - Universal Design for Learning (UDL)
 - Teacher-child interactions
 - Guidance and discipline
 - Relationship-based practices
 - Effective use of questions
 - Planning opportunities for children to support each other in learning
 - Family engagement
 - Ethical and professional practices
 - Content areas
 - Application of teachers' discipline-based knowledge in the content areas
 - State and national content standards
 - Planning developmentally appropriate curriculum for:
 - Math
 - Science

- English language development
- Language and literacy
- History and social science
- Social-emotional development
- Visual and performing arts
- Physical development
- Health
- Appropriate use of instructional technology
- Adjustments to curriculum and environment to address children's individualized learning needs including:
 - Culture and ethnicity
 - Socioeconomic status
 - Home language
 - Ability
 - Gender
 - Learning style
- Planning Learning Environments
 - Designs and impact of physical space
 - Learning centers
 - Selection of equipment and materials
 - Impact of routines and schedules
 - Integration of content throughout the indoor and outdoor environments
 - Indicators of quality
 - Inclusion of children's culture and language
 - Health, safety, and nutrition
 - Staffing and zoning
 - Environments impact on classroom management

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral analysis/critiques
Oral presentations
Portfolios
Problem-solving exams
Quizzes
Reports/papers
Research papers
Role playing
Simulations
Skills demonstrations
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Curriculum projects incorporating the complete planning cycle of observation, planning, implementation, and evaluation/documentation

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Class activities
 Class discussions
 Collaborative group work
 Computer-aided presentations
 Demonstrations
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Laboratory activities
 Role-playing
 Small group activities
 Other (specify)

Specify other method of instruction

Child Development Laboratory observations and activities
 Video observation and analysis

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments

- Written explanation of the role of curriculum in supporting socialization, self-regulations and self-help skills for all children.
- Written analysis of curriculum plans for appropriateness to individual children's various characteristics and abilities.
- Written evaluation of curriculum plans based upon criteria established in the *California Preschool Curriculum Framework* volumes.
- Comprehensive written curriculum plans addressing the developmental needs of the whole child.

Critical Thinking Assignments

- Case study analysis of teacher approaches to early childhood curriculum planning.
- Analysis of reading assignments for application to diverse early childhood settings.
- Explanation of the sequence of play and its application to learning and development for young children.

Reading Assignments

- Read a current Child Development journal article pertaining to curriculum for ages birth to age 8.
- Read a current news article pertaining to curriculum for ages birth to age 8.

Skills Demonstrations

- Role-play a conversation between a teacher and a child's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments

Representative Outside Assignments

- Readings from the text and professional journals on topics pertinent to early childhood curriculum development, such as how to balance student-centered and content-focused activities in the classroom.
- Development, implementation, and evaluation of early childhood curriculum plans.
- A curriculum project that demonstrates the cycle of curriculum planning.

- Oral presentation demonstrating analysis of Early Childhood Education Competency area, Learning Environments and Curriculum, via video recording

Articulation

C-ID Descriptor Number

ECE 130

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Long Beach	CDFS 215	Environments for Infants and Toddlers	3
CSU Bakersfield	CAFS 2200	Curriculum, Procedures, and Laboratory Experience for the Child	3
CSU San Bernardino	HD 282	Early Childhood Curriculum and Programs and Lab	4

Comparable Courses within the VCCCD

CD V63 - Introduction to Curriculum in Early Childhood Education
 CD R100 - Curriculum for the Young Child
 ECE R100 - Introduction to Curriculum for the Young Child

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Allan Hancock College	ECS 106	Introduction to Early Childhood Curriculum	3
Long Beach City College	CDECE 50	Introduction to Curriculum for Young Children	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

S2009

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Paris, Jennifer, Kristin Beeve and Clint Springer. *Introduction to Curriculum for Early Childhood Education*. E-book, Open Textbook Library (College of the Canyons), 2019, <https://open.umn.edu/opentextbooks/textbooks/810>. Accessed 14 Sept 2022.

Resource Type

Textbook

Description

Beaver, Nancy, Susan Wyatt and Hilda Jackman. *Early Education Curriculum: A Child's Connection to the World*. 7th ed., Cengage, 2017.

Resource Type

Textbook

Description

Kostelnik, Marjorie, et al. *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education*. 7th ed., Pearson, 2019.

Resource Type

Other Resource Type

Description

California State Department of Education. *California Preschool Curriculum Framework*, Vol. 1. 2011, <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv01.pdf>. Accessed 14 Sept 2022.

Resource Type

Other Resource Type

Description

California State Department of Education. *California Preschool Learning Foundations, Vol. 1*. 2008, <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>. Accessed 14 Sept 2022.

Resource Type

Other Resource Type

Description

California Department of Education. *California Preschool Learning Foundations, Vol. 2*. 2010, <https://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>. Accessed 14 Sept 2022.

Description

California Department of Education. *The Integrated Nature of Learning: Best Practices for Planning Curriculum for Young Children*. 2016, <https://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf>. Accessed on 14 Sept 2022.

Library Resources**Assignments requiring library resources**

Research, using the Library's print and online resources, in the development of curriculum plans and in the writing of analysis papers on such topics as how to balance student-centered and content-focused activities in the classroom.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research paper on a current study examining the importance of developmentally appropriate environments promote exploration, discovery, learning, health, and safety for all children in all domains children's optimal development and learning.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board original post and responses on the topic of "Supporting children's learning and development in the context of meaningful relationships, building on children's strengths, incorporating multiple approaches to learning, and reflecting the cultural and linguistic experiences of the children."
E-mail	Email to students with a current news event about research on early childhood curriculum.
Face to Face (by student request; cannot be required)	Instructor meeting with student to discuss social–emotional development and emotion regulation as key components of school readiness.
Other DE (e.g., recorded lectures)	Recorded lecture of instructor explaining the importance of developmentally appropriate environments promote exploration, discovery, learning, health, and safety for all children in all domains children's optimal development and learning.
Synchronous Dialog (e.g., online chat)	Online chat room where the instructor and students discuss how developmentally appropriate curriculum supports children's learning and development by incorporating their interests and experiences and encouraging their curiosity.
Telephone	Phone call with student to clarify assignments.
Video Conferencing	Video conferencing with students to discuss how the curriculum-planning and assessment process is an ongoing cycle of observation, developmental understanding of children's growth, documentation, interpretation and reflection, planning, and implementation that addresses children's learning individually and collectively.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board original post and responses on the topic of "Supporting children's learning and development in the context of meaningful relationships, building on children's strengths, incorporating multiple approaches to learning, and reflecting the cultural and linguistic experiences of the children."
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Video Conferencing	Video conferencing with students to discuss how the curriculum-planning and assessment process is an ongoing cycle of observation, developmental understanding of children's growth, documentation, interpretation and reflection, planning, and implementation that addresses children's learning individually and collectively.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board original post and responses on the topic of "Supporting children's learning and development in the context of meaningful relationships, building on children's strengths, incorporating multiple approaches to learning, and reflecting the cultural and linguistic experiences of the children."
E-mail	Email to students with a current news event about research on early childhood curriculum.
Other DE (e.g., recorded lectures)	Online chat room where the instructor and students discuss how developmentally appropriate curriculum supports children's learning and development by incorporating their interests and experiences and encouraging their curiosity.
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Face to Face (by student request; cannot be required)	Instructor meeting with student to discuss social-emotional development and emotion regulation as key components of school readiness.

Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates**Department Chair**

09/02/2022

Dean

09/06/2022

Technical Review

09/15/2022

Curriculum Committee

09/20/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000521266

DOE/accreditation approval date

MM/DD/YYYY