Course Syllabus
Early Childhood Curriculum I
ECE 158
Iowa Community College Early Childhood Education Alliance

Catalog Description:
Focuses on the development, implementation and assessment of appropriate environments and curricula for young children ages three through eight. Students prepare to utilize evidence-based, developmentally appropriate practices in the context of children’s family, culture, language and abilities. Emphasis is on understanding children’s developmental stages and developing appropriate learning opportunities, interactions and environments to support each child in the following areas: dramatic play, art, music, fine and gross motor play.

Prerequisite: None
Co-requisite: None
Semester Credits: 3

Course Objectives:
This course addresses NAEYC standards by providing opportunities for students to:

1. Demonstrate knowledge of basic environmental requirements in an early childhood classroom. NAEYC Standard 1c
2. Assess, plan, adapt, implement, and evaluate evidence based and developmentally appropriate learning opportunities in the areas of dramatic play, art, music and movement, and physical play for children of varying abilities. NAEYC Standards 3a, 3b, 4b, 4c, 5a, 5b, 5c
3. Describe the importance of play for every young child. NAEYC Standard: 4b
4. Use self-reflection as a tool to improve teaching and interactions with each child. NAEYC Standard 4d
5. Explain the influence of culture and language in each child’s education and the importance of family involvement. NAEYC Standard, 2c
6. Apply professional skills: collaboration, problem-solving, commitment to NAEYC Code of Ethics, dispositions of effective teachers including: awareness of and sensitivity to differences in culture, language and ability. NAEYC Standard: 6b

Suggested Text(s) and Other Instructional Materials:
Current editions of the following:
- Jones and Nimmo. Emergent curriculum. NAEYC.
- Taylor, B. A child goes forth. Prentice Hall.
- Bullard Creating Environments for Learning Birth Through Eight Pearson
**Optional Supplemental Texts and Materials:**
Current editions of the following:
- Bredekamp, S. & Copple, C. *Developmentally appropriate practice*. NAEYC.
- Epstein, A. *The intentional teacher: Choosing the best strategies for young children*. NAEYC.
- Jackman, H. *Sing me a story! Tell me a song!*. Thomson Delmar Learning.
- NAEYC program accreditation standards
- NAEYC Code of Ethical Conduct
- Relevant state materials such as early learning standards, licensing standards and program standards

**Topics of Instruction:**
1. Curriculum Theory / Planning
   - Defining curriculum / Integrated curriculum
   - Developmentally appropriate practice
   - Approaches to curriculum
   - Planning
     - Goals and objectives
     - Webs
     - Lesson plans
2. Environment / Routines
   - Learning centers
   - Materials
   - Routines / Transitions
3. Culture and Family
   - Relevance to children / families
   - Antibias approach
4. Assessment
   - Using assessments to guide planning
5. Content Areas – covers appropriate learning opportunities and environment for each area
   - Dramatic play
   - Creative art
   - Music and movement
   - Outdoor play
   - Physical
   - Manipulatives

**Methods of Instruction:**
A variety of instructional strategies will be used. These may include, but are not limited to: text(s), supplemental handouts, lectures, guest speakers, discussion groups, collaborative assignments, direct experiences and interactions with children, mentoring, projects, research, multimedia, and computer-assisted instruction.

**Assignments:**
Assignments may include, but are not limited to: written responses to questions from instructor or text, role play, model lessons related to curriculum, field research, child observation and/or case studies, special topics research, essay and/or objective tests.
Methods of Assessment:
Student learning may be measured by class and group participation, daily work, quizzes, exams, presentations, projects, papers, and/or portfolios. Grading policies are determined and outlined by each instructor and are distributed to students at the beginning of each term.

Portfolio Artifacts:
All students will be expected to present artifacts from this course that they deem suitable for a cumulative professional portfolio. The artifacts will serve as evidence of the students' understanding of the Early Childhood Standards as outlined by NAEYC and INTASC. The artifacts and reflective captions document each student's knowledge, skills and dispositions as reflected in learning opportunities completed in this course. Students will be given a description/list of required artifacts.
**Student Outcomes/Competencies:** The following grid is of the National Association for the Education of Young Children (NAEYC) Standards for Professional Preparation. See your program handbook for Alignment of the NAEYC standards with Interstate New Teacher Assessment and Support Consortium, (INTASC) Standards the Council for Exceptional Children (CEC) Standards for paraeducators. The standards addressed in the course are identified with an “X”.

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<thead>
<tr>
<th>NAEYC Standards for Professional Preparation of Students at the Associate Degree Level</th>
<th>Standards Addressed</th>
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<tbody>
<tr>
<td><strong>Promoting Child Development and Learning</strong></td>
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<tr>
<td>1a: Knowing and understanding young children’s characteristics and needs</td>
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<td>1b: Knowing and understanding the multiple influences on development and learning</td>
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<td>1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments</td>
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<td><strong>Building Family and Community Relationships</strong></td>
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<td>2a: Knowing about and understanding family characteristics</td>
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<tr>
<td>2b: Supporting and empowering families and communities through respectful, reciprocal relationships</td>
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<td>2c: Involving families and communities in their children's development and learning</td>
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<td><strong>Observing, Documenting and Assessing to Support Young Children and Families</strong></td>
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<td>3a: Understanding the goals, benefits and uses of assessment</td>
<td>X</td>
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<td>3b: Knowing about and using observation, documentation and other appropriate assessment tools</td>
<td>X</td>
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<td>3c: Understanding and practicing responsible assessment</td>
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<td>3d: Knowing about assessment partnerships with families and other professionals</td>
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<td><strong>Using Developmentally Appropriate Approaches to Connect with Children and Families</strong></td>
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<td>4a: Understanding positive relationships and supportive interactions as the foundation of their work with children</td>
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<td>4b: Knowing and understanding effective strategies and tools for early childhood education; including appropriate uses of technology</td>
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<td>4c: Use a broad repertoire of developmentally appropriate teaching/learning experiences</td>
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<td>4d: Reflecting on their own practice to promote positive outcomes for each child</td>
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<td><strong>Using Content Knowledge to Build Meaningful Curriculum</strong></td>
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<td>5a. Understanding content knowledge in academic disciplines: language and literacy; the arts-music, creative movement, dance, visual arts; mathematics; science; physical activity; healthy and safety and social studies</td>
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<td>5b. Knowing and using central concepts, inquiry tools, and structures of content areas or academic disciplines</td>
<td>X</td>
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<td>5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful curriculum for each child</td>
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<td><strong>Becoming a Professional</strong></td>
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<td>6a: Identifying and involving oneself with the early childhood field</td>
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<td>6b: Knowing about and upholding ethical standards and other professional guidelines</td>
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<td>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, peers and as a professional resource</td>
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<td>6d: Integrating knowledgeable, critical and reflective perspectives on early education</td>
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<td>6e: Engaging in informed advocacy for children and the profession</td>
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