

CDE 104: INTRODUCTION TO CURRICULUM

Formerly known as:

ECE 040 (or if cross-listed - inactivated courses associated with this course)

Originator

maavalos

Co-Contributor(s)**Name(s)**

Sanders, Wendy

Justification / Rationale

We regularly review courses every two years as a CTE program.

Effective Term

Fall 2023

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

104

Full Course Title

Introduction to Curriculum

Short Title

INTRO TO CURRICULUM

Discipline**Disciplines List**

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Students examine teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include, but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science.

Schedule Description

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children through developmentally, culturally and linguistically appropriate practices. Prerequisite: CDE 101 & CDE 102, or concurrent enrollment

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 101 & CDE 102, or concurrent enrollment

Required Text and Other Instructional Materials**Resource Type**

Manual

Open Educational Resource

Yes

Author

California Department of Education

Title

Desired Results for Children and Families

PublisherCDE Press <http://www.desiredresults.us/>**Year**

2015-01-01

Resource Type

Manual

Open Educational Resource

Yes

Author

California Department of Education

Title

California Preschool Learning Foundations, V1,V2,V3

PublisherCDE Press <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>**Year**

2008-01-01

Resource Type

Manual

Open Educational Resource

Yes

Author

California Department of Education

Title

California Preschool Curriculum Framework, Volumes 1, 2, and 3

Publisher

CDE Press <http://www.cde.ca.gov/sp/cd/re/psframework.asp>

Year

2014-01-01

Resource Type

Book

Open Educational Resource

Yes

Formatting Style

APA

Author

California Department of Education

Title

The Integrated Nature of Learning

Edition

1st

City

Sacramento

Publisher

CDE Press- free download <https://www.cde.ca.gov/sp/cd/re/documents/intnatureoflearning2016.pdf>

Year

2016

Flesch-Kincaid Level

14.2

ISBN #

978-0-8011-1776

Resource Type

Book

Open Educational Resource

Yes

Formatting Style

APA

Author

Paris, J., Beeve, k., Springer, C.

Title

Introduction to Curriculum for Early Childhood Education

Publisher

California Community Colleges, Chancellor Office <https://drive.google.com/drive/folders/1f2bz52UFSSmCJdPqNEbC8XUnQcULuqGr>

Year

2018

College Level

Yes

Resource Type

Web/Other

Open Educational Resource

Yes

Description<http://www.earlyedualliance.org>

EarlyEdU Alliance videos and course supplements

For Text greater than five years old, list rationale:

California Preschool Learning Foundations and Curriculum Framework are foundational documents that guide all Early Childhood Education programs throughout the state.

Class Size Maximum

35

Entrance Skills

Students must be able to apply developmentally appropriate activities, meaning that they are appropriate for the child's stage of and domains of child development (CDE 101) and that the lesson plans for students must account for family and community involvement and culture (CDE 102). The activities should be relevant to classroom teaching practices (CDE 103).

Requisite Course Objectives

CDE 101-Evaluate the influence of multiple contexts on children's development.

CDE 101-Differentiate characteristics of typical and atypical development.

CDE 102-Identify how the child develops within a system and is influenced by multiple factors of socialization.

CDE 102-Identify community resources and strategies that support children and families.

Course Content

1. Program models and approaches
2. State and national standards and accreditation
3. Theoretical frameworks for planning curriculum and environments
4. Environments
 - a. Learning centers
 - b. Effect of environment on behavior
 - c. Routines and schedules
 - d. Indicator of quality
 - e. Integration of content
5. Ongoing curriculum cycle
 - a. Observation
 - b. Assessment
 - c. Planning
 - d. Documentation
6. The role of the early childhood teacher
 - a. Best practices in teaching
 - b. Current research
 - c. Planning and evaluating curriculum and environments
 - d. Interactions
 - e. Family involvement
7. Development

- a. Physical
 - b. Cognitive
 - c. Language
 - d. Social
 - e. Emotional
 - f. Self-regulation
 - g. Self-help skills
8. Content areas
- a. Math
 - b. Science
 - c. English language development
 - d. Language and literacy
 - e. History and social science
 - f. Social emotional development
 - g. Visual and performing arts
 - h. Physical development
 - i. Health
9. Planning for the diverse needs of learners
- a. Age
 - b. Temperament
 - c. Interests
 - d. Abilities
 - e. Gender
 - f. Culture
 - g. Language

Course Objectives

Objectives	
Objective 1	Compare various models and approaches to early childhood curriculum.
Objective 2	Examine ways curriculum is integrated across all developmental domains and content areas.
Objective 3	Identify ways in which the environment functions as an essential component of curriculum.
Objective 4	Observe and evaluate teaching strategies and environmental design.
Objective 5	Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.
Objective 6	Design appropriate experiences in multiple content areas to support children's learning
Objective 7	Develop plans for environments that are appropriate for children's individuals' ages, stages, and needs.
Objective 8	Plan and record the curriculum development process using various forms of documentation.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.
Outcome 2	Identify the teacher's role in early childhood programs, including planning, implementing, and evaluating activities and environments.
Outcome 3	Apply developmentally appropriate teaching strategies and theories to curriculum and environment design.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Observation	Conduct an observation at the McCarthy Lab Center about the environment
Journal	Daily reflections upon chapter content and real life experiences

Experiential	Plan, develop, and execute lesson plans utilizing developmentally appropriate practices for infant/toddlers, preschool age group, and children with special needs, as well as aligning them to pertinent standards (DRDP (2015); CA Preschool Learning Foundations; and CA Preschool Curriculum Framework).
Demonstration, Repetition/Practice	Conduct a developmentally appropriate activity at an early learning setting

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Written homework	Oral and written reports	In Class Only
Product/project development evaluation	Create a comprehensive lesson plan for one week integrating California state standards for preschool children.	In and Out of Class
Group activity participation/observation	Participate in children's activities in the adult classroom to experience children's experiences	In and Out of Class
Presentations/student demonstration observations	Design, present and evaluate literacy, math, science, social science, and creative arts activities for young children.	In and Out of Class
Field/physical activity observations	Analysis of observation, assessment, targeted design and implementation of activity for infants and toddlers and for preschoolers	In and Out of Class

Assignments

Other In-class Assignments

-Observe demonstration teachers and identify the strengths of their observation, assessment, targeted design and evaluation of activities with infants and toddlers and with preschool children

Other Out-of-class Assignments

-Research and design at least 5 activity plans for infants/toddlers and preschoolers-Research, design and implement a block activity, creative arts activity, socio-dramatic play activity and a sensory activity-Oral and written reports.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

70

On-campus %

30

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

Orientation. Students will be presenting the activity plans that they have developed.

Instructional Materials and Resources

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
 Discussion forums with substantive instructor participation
 Online quizzes and examinations
 Private messages
 Regular virtual office hours

Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
E-portfolios/blogs/wikis
Listservs
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Synchronous audio/video
Teleconferencing
Telephone contact/voicemail
USPS mail

For hybrid courses:

Field trips
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Faculty members will contact students as often as possible (as stated in the syllabus). Effective contact strategies will be in e-mails, private messages if necessary, video conferences (zoom meetings).

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Video conferencing, one-on-one chat meetings.

Other Information**Comparable Transfer Course Information****University System**

CSU

Campus

CSU San Bernardino

MIS Course Data**CIP Code**

13.1210 - Early Childhood Education and Teaching.

TOP Code

130500 - Child Development/Early Care and Education

SAM Code

C - Clearly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

C-ID

ECE 130

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded**Attach relevant documents (example: Advisory Committee or Department Minutes)**

Mail In Vote on Course Modifications Spring 2022.docx

Approvals**Curriculum Committee Approval Date**

10/04/2022

Academic Senate Approval Date

10/13/2022

Board of Trustees Approval Date

11/10/2022

Chancellor's Office Approval Date

11/15/2022

Course Control Number

CCC000609653

Programs referencing this courseEarly Childhood Education Associate Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=128>)Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=129>)Early Childhood Education Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=130>)Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=131>)Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=36>)

Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=62>)