

Curriculum Resources for Early Childhood (CDEC 1313)



Credit: 3 semester credit hours

Prerequisite/Co-requisite: CDEC 2387 Internship

Course Description

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

Required Textbook and Materials

1. *Early Education Curriculum: A Child's Connection to the World* by Hilda Jackman, 4th edition. Delmar.
 - a. ISBN number is 13:978-1-4018-3729-7
2. A variety of teacher made materials for utilization in the classroom.

Course Objectives

Upon completion of this course, the student will be able to:

1. Define developmentally appropriate practices.
2. Describe the process of child-centered curriculum development.
3. Develop guidelines for creating developmentally appropriate indoor and outdoor learning environments.
4. Apply an understanding of teacher roles in the early childhood classrooms.
5. Prepare developmentally appropriate schedule including routines and transitions.
6. Select, plan, implement, and evaluate developmentally appropriate learning experiences for children.

Course Outline

- A. Welcome to Course
 1. Introduction of faculty and students
 2. Who am I?
 3. What am I doing here?
- B. LIT/ECDC
 1. Policies
 2. Academic calendar
 3. Physical facilities
- C. Starting the Process
 1. Early Childhood Education
 2. Developmentally Appropriate Practice
 3. Importance of Play
 4. Tips for Teachers
 5. Process of Planning

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Course Syllabus

- 6. Communication with Parents
- D. Creating Curriculum
 - 1. Process of Curriculum Development
 - 2. Multicultural/Anti-Bias Considerations
 - 3. Themes, Units, Projects, and Webs
 - 4. Lesson Plans
- E. Language and Literacy
 - 1. Early Language and Literacy Development
 - 2. Sharing Literacy: Encouraging Family Support
 - 3. Respecting a Child's Bilingual, Bicultural World
 - 4. Organizing and Planning for Integrated Language and Literacy Experiences
 - 5. Setting up a Language and Literacy Environment
- F. Literature
 - 1. Children's Literacy and Literacy Development
 - 2. Purpose and Values of Children's Books
 - 3. Types and Genres of Books for Children
 - 4. Children's Book Award
 - 5. Selection of Books for Young Children
 - 6. Recommended Books
 - 7. Integrating Literature into Other Curriculum Areas
- G. Math
 - 1. Concept Development
 - 2. Math Language
 - 3. Math Experiences
 - 4. Integrating Math into other Curriculum Areas
 - 5. Manipulatives
- H. Science
 - 1. Basic Scientific Process Skills
 - 2. Suggested Materials and Equipment
 - 3. Nutrition in Early Education
 - 4. Extended Science Activities
 - 5. Ecology
- I. Social Studies
 - 1. Developmentally Appropriate Practice for Social Studies
 - 2. Goals of Early Education Social Studies
 - 3. Activities to Support Social Studies
 - 4. Creating Partnerships
 - 5. Field Trips
- J. Art
 - 1. Developmental Stages in Art
 - 2. Teacher as Facilitator and Observer
 - 3. Establishing and Environment for Creative Expression
 - 4. Involving Children in All Forms of Art
 - 5. Art as a Stimulus for Other Curriculum Areas
 - 6. Sharing A Child's Art
 - 7. Tips for Displaying a Child's Art
- K. Sensory Centers
 - 1. Water, Sand, and Mud Play
 - 2. Blocks
 - 3. Woodworking
 - 4. Cooking and Creative Food Experiences

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L. Music and Movement

1. Movement and Music Education
2. Large and Small Muscle Development and Physical Fitness
3. Types of Music
4. Musical Instruments
5. Sharing with Families
6. Connecting Music with Other Areas

M. Puppets

1. Historical View of Puppetry
2. Planning for Puppets in Early Education
3. Easy to Make Puppets
4. Connecting Puppets to other Curriculum Areas

N. Dramatic Play and Creative Dramatics

1. Dramatic Play and Creative Dramatics Defined
2. Developmental Stages of Dramatic Play
3. Planning and Preparing the Environment
4. Adaptations for Special Needs Children
5. Sharing with Families: Making Prop Boxes
6. Integrating Dramatic Play into the Curriculum

Grade Scale

1000-900 points	A
899-800	B
799-700	C
699-600	D
599- 0	F

Course Evaluation

Final grades will be calculated according to the following criteria:

1. Attendance and Participation-In Class Discussions (4@50pts)	20%
2. Course Assignments (8@50pts)	
4 Lab Activities	40%
4 Assignments	40%

Course Requirements

1. Attendance and Participations at Lecture/Discussions.
2. Development of Lesson Plans for Infants, Toddlers, Preschoolers, and Primary-Aged Children.
3. Construct a Unit of Study Web for Infants, Toddlers, Preschoolers, and Primary-Aged Children.
4. Create teacher made items to utilize with Infants, Toddlers, Preschoolers, and Primary-Aged Children.

Course Policies

1. No food, drinks, or use of tobacco products in class.
2. Telephones and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of '0'.
6. Attendance Policy. Two absences are allowed. If a student is tardy to class or departs early three (3) times, it will be equal to one (1) absence. Each absence beyond two absences will result in a 5 point deduction from your final grade.
7. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

Course Schedule

Week of	Topic	Reference
Week 1	Introductions/Paperwork	
Week 2	Chapter 1: Starting the Process	pp.2-35
Week 3	Chapter 2: Creating Curriculum	pp.36-85
Week 4	Chapter 2: Creating Curriculum-Continued	
Week 5	Chapter 3: Language and Literacy Chapter 4: Literature	pp.86-154
Week 6	Unit Test 1 on Chapters 1-4 Lab Activity One Due Chapter 5: Math	pp.155-184
Week 7	Chapter 5: Math-Continued Chapter 6: Science Assignment 1 Due	pp.155-213
Week 8	Chapter 7: Social Studies Lab Activity 2 Due	pp.214-238
Week 9	Chapter 8: Art	pp.239-268
Week 10	Chapter 9: Sensory Centers Assignment 2 Due Unit Test 2 on Chapters 5-9	pp.269-298
Week 11	Chapter 10: Music and Movement Lab Activity 3 Due	pp.299-324
Week 12	Chapter 11: Puppets	pp.325-349
Week 13	Chapter 12: Dramatic Play and Creative Dramatics Assignment 3 Due Unit Test 4 on Chapters 10-12	pp.350-369
Week 14	Lesson Plans Lab Activity 4 Due	Handouts
Week 15	Daily Schedules	Handouts
Week 16	Assignment 4 Due /Curriculum Binder Due	Handouts

Contact Information:

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