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
   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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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) 40%
   4 Lab Activities
   4 Assignments 40%
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Course Requirements
1. Attendance and Participations at Lecture/Discussions.
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.

Contact Information:
Instructor: Mrs. Cindy Landry
Office: MPC Building-Adjunct Offices
Telephone: (409) 718-7817
E-mail: clandry@lit.edu
Office Hours: Scheduled Appointment Only
## Course Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Reference</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions/Paperwork</td>
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<td>Week 2</td>
<td>Chapter 1: Starting the Process</td>
<td>pp.2-35</td>
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<td>Week 3</td>
<td>Chapter 2: Creating Curriculum</td>
<td>pp.36-85</td>
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<td>Week 4</td>
<td>Chapter 2: Creating Curriculum-Continued</td>
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<td>Week 5</td>
<td>Chapter 3: Language and Literacy</td>
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<td>Chapter 4: Literature</td>
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<td>Week 6</td>
<td>Unit Test 1 on Chapters 1-4</td>
<td>pp.155-184</td>
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<td>Lab Activity One Due</td>
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<td>Week 7</td>
<td>Chapter 5: Math-Continued</td>
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<td>Chapter 6: Science</td>
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<td>Assignment 1 Due</td>
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<td>Week 8</td>
<td>Chapter 7: Social Studies</td>
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<td>Lab Activity 2 Due</td>
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<td>Week 9</td>
<td>Chapter 8: Art</td>
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<td>Week 10</td>
<td>Chapter 9: Sensory Centers</td>
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<td>Week 11</td>
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<td>Week 12</td>
<td>Chapter 11: Puppets</td>
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<td>Week 13</td>
<td>Chapter 12: Dramatic Play and Creative Dramatics</td>
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<td>Assignment 3 Due</td>
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<td>Unit Test 4 on Chapters 10-12</td>
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<td>Week 14</td>
<td>Lesson Plans</td>
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<td>Lab Activity 4 Due</td>
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<td>Week 15</td>
<td>Daily Schedules</td>
<td>Handouts</td>
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<tr>
<td>Week 16</td>
<td>Assignment 4 Due /Curriculum Binder Due</td>
<td>Handouts</td>
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