COURSE INFORMATION

COURSE TITLE
ECE220 Curriculum Development: Methods and Techniques

COURSE DESCRIPTION
Provides an overview of early childhood curriculum development. This course includes processes for planning and implementing developmentally appropriate environments, materials, and experiences that represent best practices in early childhood (EC) program settings. This course addresses children ages birth through 8 years.

CREDIT HOURS
3

SUGGESTED PREREQUISITE KNOWLEDGE
Prerequisites and Co-requisites will be determined by each individual institution.

CCConline Course Policies
The CCConline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS
All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

MINIMUM COMPUTER REQUIREMENTS
To complete this course, you will need regular access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

REQUIRED READINGS
Links to each required reading or resource are found within the Read/View section of each module. Directions for what sections or pages to read are found in the description below each reading.

LIBRARY ACCESS
You will need your student ID Number (Your S#) to login to the CCCOnline Library in order to gain access to some of the readings and videos in this course.
COURSE COMPETENCIES AND OUTCOMES

STUDENT COMPETENCIES
The competencies you will demonstrate in this course are as follows:

A. Describe the historical and philosophical foundations of early childhood curriculum models and approaches.
B. Identify the factors affecting the planning of early childhood curriculum.
C. Identify the characteristics of developmentally and culturally appropriate learning experiences for all children ages birth to 8 years.
D. Distinguish effective, evidence-based instructional strategies from ineffective strategies.
E. Distinguish credible sources of developmentally appropriate materials, activities, physical arrangements and experiences that promote child development and learning for all children regardless of ability, ethnicity, socioeconomic status (SES), language, and culture.
F. Describe how classroom organization, physical arrangement of selected equipment and materials, and implementations of developmentally appropriate activities maximize learning in all domains of development with young children.
G. Design and evaluate learning activities or experiences that address state/national early learning and development guidelines and/or academic standards for children birth through age 8 years.
H. Identify the cycle of intentional and effective teaching in relation to curriculum planning.
I. Identify developmentally appropriate child outcomes.
J. Select developmentally appropriate activities that promote identified child learning outcomes.
K. Practice evidence-based instructional support strategies to carry out learning activities.
L. Use observation and assessment of children’s learning and development to inform on-going curriculum planning.
M. Practice adapting curriculum plans to meet the unique developmental and learning needs of every child.
N. Identify strategies for engaging families in their child’s learning.
NAEYC Standards

This course is aligned with the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards.

The module outcomes that will permit you to demonstrate course competencies are:

Module 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply learning of historical and philosophical foundations of curricula models, theories, and approaches by comparing two curricula models that shaped current practices.</td>
<td>A</td>
</tr>
<tr>
<td>2. Describe five principle characteristics of quality programs.</td>
<td>A,C</td>
</tr>
<tr>
<td>3. Explore and identify at least five characteristics of developmentally and culturally appropriate learning experiences for children birth to eight years.</td>
<td>C</td>
</tr>
<tr>
<td>4. Investigate and give examples of at least three factors affecting planning of early childhood curriculum.</td>
<td>A,B</td>
</tr>
<tr>
<td>5. Define Developmentally Appropriate Practices (DAP) as it relates to materials, activities, and experiences.</td>
<td>B</td>
</tr>
</tbody>
</table>

Module 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe curriculum differences for infants/toddler, preschool, kindergarten and primary children by identifying developmentally appropriate practices and the purpose of play for each age (birth to 8 years).</td>
<td>E</td>
</tr>
<tr>
<td>2. Name State and National early learning and development guidelines.</td>
<td>G</td>
</tr>
<tr>
<td>3. Design three learning activities or experiences that address State/National early learning and development guidelines.</td>
<td>G</td>
</tr>
<tr>
<td>4. Evaluate three learning activities or experiences that address State/National early learning and development guidelines.</td>
<td>G</td>
</tr>
<tr>
<td>5. Develop a parent meeting agenda that supports five strategies for engaging families in their child’s learning.</td>
<td>N</td>
</tr>
</tbody>
</table>
MODULE 3

Outcomes

1. For an infant/toddler, preschool and primary age child identify one evidence-based instructional strategy for each one of the five academic domains.   
2. Create an activity plan using one academic domain connected to a State or National standard.   
3. Create an activity plan identifying three developmentally appropriate child outcomes.   
4. Identify three to five materials and or equipment to maximize learning that support the three appropriate child outcomes.   
5. Develop a daily routine or schedule for infant/toddler, preschool or primary age children.   
6. Practice observation skills by documenting an observation of a child and discuss how that will be used to inform instruction and assessment.

Competencies

D
G
I
I
D
L

MODULE 4

Outcomes

1. Develop one developmentally appropriate activity that promotes a social-emotional child learning outcome.   
2. Develop one developmentally appropriate activity plan that uses a REBUS.   
3. Identify the cycle of intentional and effective curriculum planning cycle.   
4. Practice developing evidence-based instructional support strategies to carry out learning activities.   
5. Evaluate one learning activity.

Competencies

K
K
H
J,H
J,H,G

MODULE 5

Outcomes

1. Practice writing an adaptation to the curriculum plan for one of the following: children with disabilities, ELL, or children needing additional support.   
2. Identify five strategies for engaging families in their child’s learning and or school readiness.   
3. Demonstrate comprehension of curriculum development skills through the development of a comprehensive week-long activity plan. The activity plan will include: NAEYC Standards or State Standards; goals, objectives, outcomes, assessments, activities, materials, family connections, adaptions and evaluation.   
4. Use data and Reflective Practice to inform on-going curriculum development.

Competencies

L,M
N
M
L
GRADING AND EVALUATION

METHODS

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

GRADING POLICIES

Mark all Module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Late assignments will not be accepted without prior approval.

LATE WORK POLICY

This is not a self-paced course. The expectation of the ECE/EDU program at CCCOnline is that students will meet assignment due dates. Late assignments will not be accepted without prior approval. Therefore, it is expected that you contact your instructor prior to when the deadline has lapsed. There may be exceptions due to special circumstances such as medical emergency, military deployment, or in some legal cases. In these rare situations, it is at the instructor’s discretion to accept late work or make modification to the course schedule.

SUMMARY OF GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Discussions (10 @ 20 points each)</td>
<td>200</td>
<td>17%</td>
</tr>
<tr>
<td>Module 1 Review Questions (1 @ 40 points each)</td>
<td>40</td>
<td>3%</td>
</tr>
<tr>
<td>Scenario Activity (1 @ 100 points each)</td>
<td>100</td>
<td>8%</td>
</tr>
<tr>
<td>Parent Meeting Agenda (1 @ 100 points each)</td>
<td>100</td>
<td>8%</td>
</tr>
<tr>
<td>Activity Plan Worksheet (1 @ 100 points each)</td>
<td>100</td>
<td>8%</td>
</tr>
<tr>
<td>Observatrirn Practice (1 @ 100 points each)</td>
<td>100</td>
<td>8%</td>
</tr>
<tr>
<td>Activity Plan Development (2 @ 100 points each)</td>
<td>200</td>
<td>17%</td>
</tr>
<tr>
<td>Social Emotional Lesson (1 @ 80 points each)</td>
<td>80</td>
<td>7%</td>
</tr>
<tr>
<td>Week-Long Activity Plan (1 @ 280 points each)</td>
<td>280</td>
<td>24%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1200</td>
<td>100%</td>
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Grading Scale

A = 90 to 100%  B = 80 to 89%  C = 70 to 79%  D = 60 to 69%  F = 59% and below
DISCUSSIONS

Discussions provide us with the opportunity to become a community of learners. Through reflecting, exploring and learning together information is more likely to be put into practice. Discussions are an essential part of this course and participation in discussions is a very important part of this class experience and cannot be made up after each week's discussion ends. You will find discussion topics assigned in each Module. Sometimes you will be asked to post to more than one topic in a given Module. You will be also expected to respond to your classmates' postings. Remember, you will receive points that will count toward your final grade for participating in the discussions; so of course, not participating will have a negative effect on your final course grade.

ASSIGNMENTS

Each assignment is associated with a scoring rubric that will be used to assess your performance. All rubrics are located under the **More Tools** tab in the top navigation bar - **More Tools > Rubrics >**. Please review each rubric before completing the assignments. You can also view the completed rubric with feedback from the Instructor once the assignment or discussion has been graded in your grade book (which is located in the "Grades" tab).

QUIZZES

There are no quizzes in this course.

EXTRA CREDIT

There is no extra credit in this course.
**COURSE SCHEDULE**

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. You are advised to print out this course schedule and refer to it often.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

**This course is not self-paced and is not open-exit.** All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

**NOTE:** Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the [CCCOnline calendar](https://ccconline.org/calendar).

### MODULE 1

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Historical &amp; Philosophical Foundations of Curricula Models and Approaches</td>
<td></td>
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<tr>
<td>Read: Module 1 Exploration</td>
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<tr>
<td>Read/View: Readings under The Role of Curriculum</td>
<td></td>
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<tr>
<td>Read/View: Readings under Child Development Theories</td>
<td></td>
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<tr>
<td>Read/View: Readings under Developmentally Appropriate</td>
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<tr>
<td>Video: Listen/Watch: History of Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>Discuss: M1 Discussion 1: Student Introductions and ECE Curriculum</td>
<td></td>
</tr>
<tr>
<td>Discuss: M1 Discussion 2: History and Foundations of Curriculum Models</td>
<td></td>
</tr>
<tr>
<td>Do: M1 Assignment 1: M1 Review Questions</td>
<td></td>
</tr>
<tr>
<td>Do: M1 Assignment 2: Scenario Activity</td>
<td></td>
</tr>
</tbody>
</table>
**Module 2**

**Reading/Assignments/Exams**

- Module 2: Developmentally & Culturally Appropriate Learning Experiences to Construct Curriculum
  - Read: Module 2 Exploration
  - Read/View: Readings and Videos under Developmentally Appropriate Practices as it Relates to Materials, Activities and Experiences
  - Read/View: Readings under Exploring Play
  - Read/View: Readings under Relationships Matter
  - Read/View: Readings under Standards, Instructions, and Guidelines
  - Read/View: Readings under Partnerships with Families & Engaging Families
  - Video: Listen/Watch: Early Learning & Development Guidelines - Overview
  - Video: Listen/Watch: Preschool Expulsion and Suspension, and Why We Should Care

- Discuss: M2 Discussion 3: Value of Play
- Discuss: M2 Discussion 4: Effective Parent Caregiver Reciprocal Communication

- Do: M2 Assignment 3: Parent Group Meeting
- Do: M2 Assignment 4: Activity Plan Worksheet

**Due Dates**

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**Module 3**

**Reading/Assignments/Exams**

- Module 3: Instructional Strategies and Resources in Academic Disciplines:
  - Read: Module 3 Exploration
  - Read/View Readings under Academic Disciplines and Domains
  - Read/View: Readings under Classroom Organization
  - Read/View: Readings under Developmentally Appropriate Child Outcomes
  - Read/View: Readings under Fidelity to Curriculum & Assessment
  - Video: Listen/Watch: Results Matter Video Library - Practicing Observation, Documentation and Assessment Skills

- Discuss: M3 Discussion 5: STEM Discussion
- Discuss: M3 Discussion 6: Considerations when Creating Daily Schedules

- Do: M3 Assignment 5: Observation Practice
- Do: M3 Assignment 6: Activity Plan Development

**Due Dates**

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**Module 4**

**Reading/Assignments/Exams**

- Module 4: Observing and Assessing Young Children
  - Read: Module 4 Exploration
  - Read/View: Readings under Assessment and Intentional Teaching
  - Read/View: Readings under Assessment and Observation
  - Read/View: Readings under Social and Emotional Development
  - Read/View: Readings under Evidence-Based Instructional Support Strategies

- Discuss: M4 Discussion 7: Extra! Extra! Read All About It!
- Discuss: M4 Discussion 8: REBUS Discussion

- Do: M4 Assignment 7: Social and Emotional Lesson
- Do: M4 Assignment 8: Activity Plan Development

**Due Dates**
MODULE 5

Reading/Assignments/Exams

Module 5: Continuous Collaborative Learning to Inform Practice:
Read: M5 Exploration
Read/View: Readings under Adapting and Individualizing Curriculum
Read/View: Readings under Engaging Families in Their Child's Learning
Read/View: Reading under Reflective Practice
Read/View: Readings under Using Data to Inform Planning
Video: Listen/Watch: Using Data to Inform Teaching
Video: Listen/Watch: On-going Child Assessment About Children with Disabilities
Additional Resources: Family Engagement [Head Start]
Discuss: M5 Discussion 9: Curriculum
Discuss: M5 Discussion 10: Final Reflections
Do: M5 Assignment 9: Week Long Activity Plan

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