

Prepared by the Department of Social Sciences, Behavioral Sciences, and Human Services

Date approved by Department: August 22, 2016

Date approved by Curriculum and Programs: October 19, 2016

Effective: Fall 2017

1. **Course Number:** ECE201
Course Title: Preschool Curriculum Planning

2. **Description:** This course explores curriculum planning for inclusive preschool settings, children ages 2.9-5 years. Participants develop a framework for planning, implementation, organization, and evaluation of activities in content areas such as art, math, science, music, language arts, and free play. The course emphasizes high-quality, developmentally appropriate practice, aligned with state and national standards and guidelines. (10 hours observation/field work)

3. **Student Learning Outcomes (instructional objectives, intellectual skills):**
Upon successful completion of this course, students are able to do the following.
 - 1 Standard: Promoting Child Development & Learning
 - 1a. Knowing and understanding young's children's characteristics and needs.
 - 1b. Knowing and understanding the multiple influences on development and learning.
 - 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

 - 2 Standard: Building Family & Community Relationships
 - 2a. Knowing about and understanding diverse family and community characteristics.
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
 - 2c. Involving families and communities in young children's development and learning. -

 - 3 Standard: Observing, Documenting, and Assessing to Support Young Children and Families
 - 3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
 - 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

 - 4 Standard: Using Developmentally Effective Approaches
 - 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
 - 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
 - 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
 - 4d. Reflecting on own practice to promote positive outcomes for each child.

 - 5 Standard: Using Content Knowledge to Build Meaningful Curriculum
 - 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
 - 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
 - 5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.

6 Standard: Becoming a Professional

- 6a. Identifying and involving oneself with the early childhood field.
- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
- 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- 6e. Engaging in informed advocacy for young children and the early childhood profession.

7 Supportive Skills

- SS1. Mastering and applying foundational concepts from general education.
- SS2. Written and verbal skills.
- SS3. Making connections between prior knowledge/experience and new learning.
- SS4. Identifying and using professional resources.

4. **Credits:** 3 credits

5. **Satisfies a General Education Requirement:** No

6. **Prerequisite:** ECE100 (Introduction to Early Childhood Education) or PSY201 (Child Psychology)

7. **Semesters Offered:** Fall, Spring

8. **Suggested General Guidelines for Evaluation:** Students are graded on attendance and participation, completion of activity files, observations, unit plan, class presentations, group projects, and exams.

9. **General Topical Outline (Optional):** Child development, diversity and anti-bias curriculum, inclusion of children with special needs, writing lesson plans in the following areas: art, science, math, language arts, music, cooking and nutrition, free play, dramatic play, developing a theme or unit project.