Early Care, Education and Family Studies (ECEF) 1501 Early Care, Education, and Family StudiesCurriculum (3 Units) (DS3) CSU
[formerly Early Childhood Education 1501; Early Childhood Education 2]

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Units Calculation:
48 hours lecture. 96 Outside of class hours (144 Total Student LearningHours) 3 Units.

Catalog Description:
Developmentally appropriate curriculum and environments for children birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings. C-ID: ECE 130

Type of Class/Course: Degree Credit

Textbook:
California Preschool Learning Foundations, vol. 2, California Department of Education, 2010.

Moravcik, Eva, and Sherry Nolte. *Meaningful Curriculum for Young Children* 2nd ed., Pearson, 2018

Additional Required Materials:
N/A

Course Objectives:

By the end of the course a successful student will be able to:
1. Explore various early childhood curriculum models, approaches, and professional practicesto inform and evaluate curriculum and environments.
2. Explain how the curriculum is integrated across all developmental domains and content areas.
3. Observe and evaluate teaching strategies, curriculum, and environmental designs.
4. Observe children as a basis for planning curriculum and environments.
5. Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
6. Develop plans for physical environments that are appropriate for children's individual ages,

stages, skills and abilities, needs, and learning goals.
7. Explain how different teaching strategies could be used for a variety of curriculum goals.
8. Describe guidance and interaction approaches to support social relationships and learning.
9. Explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.
10. Describe various strategies for engaging and partnering with families to support children's development and learning

Course Scope and Content:

Unit I   Theoretical Frameworks for Planning Curriculum and Environments: Models of Developmentally Appropriate Play-Based Approaches Such As
      A.   Emergent Curriculum
      B.   High-Scope
      C.   Waldorf
      D.   Reggio Emilia
      E.   Montessori

Unit II   Planning Early Childhood Curriculum
      A.   Effective practices for planning, implementing, and evaluating developmentally, linguistically, and culturally appropriate curriculum, and learning experiences for:
        1. Infants and toddlers
        2. Preschoolers
        3. School-age children
      B.   The ongoing curriculum cycle
        1. Observe
        2. Plan
        3. Implement
        4. Assess
        5. Document
        6. Reflect
      C.   Level of teacher involvement-teaching continuum
      D.   Universal Design for Learning (UDL)
      E.   Teacher-child interactions
      F.   Guidance and discipline
      G.   Relationship-based practices
      H.   Effective use of questions
      I.   Planning opportunities for children to support each other in learning
      J.   Family engagement
      K.   Ethical and professional practices
      L.   Content areas
        a. Application of teachers' discipline-based knowledge in the content areas
        b. State and national content standards
        c. Planning developmentally appropriate curriculum for
          i.   Math
          ii.   Science
          iii.   English language development
          iv.   Language and literacy
          v.   History and social science

          vi.   Social-emotional development
          vii.   Visual and performing arts
          viii. Physical development
          ix.   Health

    d.   Appropriate use of instructional technology
    e.   Adjustments to curriculum and environment to address children's individualized learning needs including:
    f.   Culture and ethnicity
    g.   Socioeconomic status
    h.   Home language
    i.   Ability
    j.   Gender
    k.   Learning style

Unit III   Planning Learning Environments

    A.   Designs and impact of physical space
    B.   Learning centers
    C.   Selection of equipment and materials
    D.   Impact of routines and schedules
    E.   Integration of content throughout the indoor and outdoor environments
    F.   Indicators of quality
    G.   Inclusion of children's culture and language
    H.   Health, safety, and nutrition
    I.   Staffing and zoning
    J.   Environments impact on classroom management

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class timedoing the following:

1.   Studying
2.   Answering questions
3.   Skill practice
4.   Completing required reading
5.   Written work
6.   Observation of or participation in an activity related to course content
7.   Projects hands on

Methods of instruction:
1.   Lecture
2.   Participation workshops for a hands-on approach to teaching the preschool curriculum
3.   Films when available
4.   Lesson presentations
5.   Guest panel of local preschool directors

Methods of evaluation:
1.   Substantial writing assignments, including:
    a.   essay exams
    b.   written homework
    c.   hands-on projects

2.	Computational or non-computational problem-solving demonstrations, including:
   a.	exams
   b.	field work
   c.	observational reports
   d.	hands-on projects

3.	Skill demonstrations, including:
   a.	class performance
   b.	performance exams
   c.	field work
   d.	hands-on projects

4.	Other examinations, including:
   a.	multiple choice
   b.	matching items
   c.	true/false items

Supplemental Data:

T.O.P. Code:	130500 Child Development/ Early Care and Education
Sam Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	No

Eligible for Pass/No Pass:	C: Pass/No Pass
Discipline:	Child Development/Early Childhood Education