

SYLLABUS
PART I
EDISON COMMUNITY COLLEGE
ECE 124S CURRICULUM FOR EARLY CHILDHOOD PROGRAMS
3 CREDIT HOURS

COURSE DESCRIPTION

Content and methods for planning, facilitating, and assessing developmentally appropriate activities and environments designed to enhance children’s cognitive, social, emotional, physical, and creative development in different program models. Includes developing an awareness of and appreciation for diversity and bias in materials. Also includes introduction to the Ohio Early Learning Content Standards. Recommended preparation: ECE 115S and EDU 111S. Lab fee.

CORE VALUES

The Core Values are a set of principles which guide in creating educational programs and environments at Edison. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

COURSE GOALS

The student will:

Bloom’s Level		Program Outcomes
1	1. Define curriculum and master the vocabulary that is an integral part of curriculum development.	12
3	2. Demonstrate a philosophy of developmentally appropriate practices.	1, 11
3	3. Demonstrate knowledge of developmental ages and stages and of how to support children’s growth in physical, social, emotion, cognitive, and creative domains.	1, 2, 3
3	4. Demonstrate knowledge of the importance of play in the curriculum and the development of the whole child.	12,13
3	5. Demonstrate understanding of the role of the teacher in different learning environments.	11, 2
3	6. Demonstrate the importance of providing appropriate and supportive learning environments.	11
5	7. Develop skills in writing daily lesson plans, webbing, planning units and projects that fit individual and group needs.	13, 14
2	8. Discuss practical and appropriate methods of recording, assessing, and evaluating development.	7, 8
4	9. Analyze personal biases in order to become more sensitive to diversity issues.	20
3	10. Demonstrate strategies for including families in early childhood programs.	6
4	11. Compare different program models including The Creative Curriculum, High Scope, Montessori, Reggio Emilia, and Head Start.	12, 24
1	12. Practice different methods of program assessment.	7
3	13. Demonstrate a commitment to professionalism through service learning activities.	15

TOPIC OUTLINE

1. The Purpose of Curriculum
2. Including Families in the Life of the School
3. Play
4. Designing the Supportive Environment
5. Plans and Schedules
6. Assessment
7. Behavioral Objectives, Outcomes, and Emerging Skills
8. Cognitive, Social, Emotional, Physical, and Creative Development
9. Anti-Bias Curriculum
10. Program Assessment

TEXTS AND MANUALS

Hendrick, Joanne. Total Learning Developmental Curriculum for the Young Child. Seventh Edition. Merrill Prentice Hall.

Harms, Thelma and Richard M. Clifford. Early Childhood Environmental Rating Scale. Teachers College Press, Rev. 1998.

OPTIONAL TEXTS AND MANUALS

Dodge, Diane Trister and Laura J. Colker. Creative Curriculum. Washington D.C., Teaching Strategies.