INTRODUCTION TO CURRICULUM IN EARLY CHILDHOOD

UNITED STATES MISSION COLLEGE

CHILD DEVELOPMENT 7

INSTRUCTOR: RITA GRIGORYAN

Spring, 2016

Section # 0197 T & TH 8:50-12:00 Room CCDS 201

8 Week Class – Starts 4/12/16, Ends 6/2/16

Office Hours: M.5:00-6:30; W. 4:45-6:45; Th. 1:30 – 4:30 and by appointment

location: CCDS – office 213

e-mail: GrigorR@lamission.edu


COURSE DESCRIPTION: (3 units)

Students learn and develop the knowledge and skills to provide appropriate curriculum and environments for young children from birth to age 6. Students examine a teacher’s role in supporting development and fostering the joy of learning for all young children emphasizing the essential role of play. Planning, implementation and evaluation of curriculum will include but not be limited to: language and literacy, sensory learning, art and creativity, math, natural and physical sciences.

COURSE OBJECTIVES:

1. Analyze and apply developmentally appropriate principles and teaching strategies to positively influence all young children’s development and acquisition of knowledge and skills.

2. Evaluate the teachers’ role in providing best and promising practices in early childhood programs.

3. Analyze key ways in which the environment functions as an essential component of curriculum.

4. Compare and contrast play-based curriculum that supports children’s cognitive, language, creative, physical and social/emotional development.
5. Propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas by observing and documenting children at play.

6. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles.

7. Plan and implement age appropriate activities in the curriculum areas of language and literacy.

8. Design and implement developmentally appropriate creative science experiences for young children using real materials for first hand observations.

9. Examine developmentally appropriate creative experiences for young children in the areas of nutrition and cooking, blocks, and sensory-motor experiences.

10. Create and implement age appropriate hands-on math activities for young children.

11. Design and implement developmentally appropriate creative experiences for young children in the visual arts using self expressive materials and focusing on process rather than product.

12. Create age appropriate, inclusive and integrated lesson plans that include Language Arts, Math, Science, and Social Studies.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Institutional Learning Outcomes</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will compare, organize and develop resources and materials for implementing creative experiences for children with varying abilities in groups and on an individual basis.</td>
<td>1. Information Competency Aesthetic Responsiveness Written and Oral Communication</td>
<td>1) Students will create a resource binder of creative activities and resources for curriculum areas.(rubric for developmentally appropriate activities, clarity and organization)</td>
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<tr>
<td>2. Students will explain to parents and interested others what benefits the child may derive from various activities.</td>
<td>2. Written and Oral Communication</td>
<td>2) Students will answer an exam question based on the theory behind learning through play. (key elements of value of play will be scored)</td>
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<tr>
<td>3. Students will identify and explain how children of various ages learn, and plan activities based on that knowledge.</td>
<td>3. Problem Solving Aesthetic Responsiveness Written and Oral Communication</td>
<td>3) Students will plan and implement an integrated learning activity in two or more of the curriculum areas explored in the course. (student presentation scored for developmental appropriateness, creativity, organization, thoughtfulness and assessment)</td>
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</tbody>
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**Attendance:**

As in each college level course, attendance and participation is essential for a successful learning experience. Los Angeles Mission College policies related to attendance will be respected. Students are expected to attend and participate in each class session. Students are responsible for all materials and information presented during each class. Absences of more than six (6) hours will result in class “exclusion.” Points will be deducted for each absence and for partial class time missed. **It is the student’s responsibility to complete all paperwork necessary to add, drop or withdraw from class.**
COLLEGE RESOURCES FOR STUDENTS

Admissions and Records: Students can register for classes, request transcripts, file petitions for graduation, and drop classes at this office. For more information call 818-833-3322 or visit: http://www.lamission.edu/admissions/

Assessment Center: Offers student assessments in English, English-as-a-Second-Language (ESL) and Mathematics. Please contact the Assessment Center at (818) 364-7613 for more information or visit http://www.lamission.edu/assessment/

Bookstore: For hours of operation, book availability, buybacks, and other information call 818-364-7767 or 7768 or visit http://eagleslanding.lamission.edu/default.asp

Counseling Department Office: For appointments and information call 818-364-7655 or visit http://www.lamission.edu/counseling/

Disabled Students Programs and Services (DSP&S): For appointments, eligibility and information call 818-364-7732 or visit http://www.lamission.edu/dspss/

Extended Opportunity Programs and Services (EOPS): For appointments, eligibility and information call 818-364-7645 or visit http://www.lamission.edu/eops/

Financial Aid: For information and applications call 818-364-7648 or visit http://www.lamission.edu/financialaid/

Library: For information on hours, resources, workshops, and other services contact 818-364-7106 or visit http://www.lamission.edu/library/

Tutoring Services in Learning Center: Laboratories for Learning, Writing, Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit www.lamission.edu/learningcenter/

Child Development Student Resource Center: CCDS Room 200. For appointments and information call 818-364-7600 ext.

Students with Special Needs: Any student that needs special considerations due to a disability is asked to identify their need to the instructor in private by the first day of class and the Office of Special Services or Disabled Students. Special accommodations may be arranged but the instructor must be notified by the student in advance. All information will remain confidential.
Cell Phones and IPods:

Please be courteous to your instructor and fellow classmates. Put your cell phone on silent mode while in class. Please check and answer your messages during the break. Use of IPods or MP3’s during class time is not appropriate.

Assignments:

All assignments must be typed.

Language And Literacy Demonstration (Literature “Spin-Off):  25 points (Individual Grade)

Social Studies Demonstration:  25 points (Group Grade)

Midterm Exam:  30 points

Math Demonstration: 25 points (Group Grade)

Science /Sensory Demonstration:  25 points (Group Grade)

Cooking Demonstration:  25 points (Group Grade)

Weekly Learning Plan:  20

Final Exam:  30 points

Resource File:  45 points

Grading (250 points total):

90% = A       (224-250 points)
80% = B       (199-223 points)
70% = C       (174-198 points)
60% = D       (149-173 points)

Bellow 149 = F
Assignments

Language and Literacy, Social Studies, Math, Science demonstrations, and Cooking (25 points each): These assignments will demonstrate the ability to plan, organize and deliver an overview of a theme which reflects developmentally appropriate practice, engages children in the active learning process, and highlights your skills in working with groups of children. The lesson activity format is included in your packet. You will be given ten to fifteen minutes to share your activity with the class. Use as many visual aids/props as possible and organize your presentation on a display board or a power point. You are also required to create a handout which you will distribute to your classmates. The handout should include the learning plan which you have presented on.

Weekly Learning Plan (20 points):
This assignment will demonstrate your ability to integrate a theme/topic across the different curriculum areas of art, music, dramatic play, language arts, math, science, cooking, and perceptual motor. The format is left up to you. You may choose to use the format currently used at your work site, the format of a friend, the format provided by me, or design your own.

Midterm Exam – Take Home:
All submitted exams must be the student’s individual work.

Final Exam – Take Home:
All submitted exams must be the student’s individual work.

Resource File (45 points):
Your curriculum binder must include activities from each of the content areas (language and literacy, mathematics, science, social studies, art/sensory, dramatic play/puppetry, cooking, weekly learning plan). You may include samples, photographs, and a minimum of 10 handouts from each curriculum area collected from this class. The activities should always include: the objective or purpose; description of procedure, age group intended for and materials required. Your filing system is unique to you, so choose a system that works best for you! Remember, this assignment is intended to be a useful and helpful one for you. Your organization must include a table of contents and a divider for each curriculum area.

Late Assignments: Occasionally something occurs that prevents an assignment from being submitted late without previous agreement with me: your grade for that assignment will be lowered. If an assignment is not submitted at all, your final, grade will be lowered by a full letter grade.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>April 12</td>
<td>Introduction/syllabus/assignments. The teacher’s role</td>
<td></td>
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<tr>
<td></td>
<td>April 14</td>
<td>The Learning environment. Importance of play Observing children at play. DAP</td>
<td>Chs. 1 and 4</td>
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<tr>
<td>2.</td>
<td>April 19</td>
<td>Language and Literacy</td>
<td>Ch. 5</td>
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<td></td>
<td>April 21</td>
<td></td>
<td>Language &amp; Literacy Presentati</td>
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<td>3.</td>
<td>April 26</td>
<td>Social Studies</td>
<td>Ch. 7 pages 197-225</td>
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<tr>
<td></td>
<td>April 28</td>
<td>Art/Sensory Activities</td>
<td>Chs. 6 and 8</td>
</tr>
<tr>
<td>4.</td>
<td>May 3</td>
<td>Social Studies Presentation</td>
<td></td>
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<tr>
<td></td>
<td>May 5</td>
<td>Math.</td>
<td>Midterm exam take home Ch. 10</td>
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<td>5.</td>
<td>May 10</td>
<td>Science</td>
<td>Midterm Exam Due. Ch. 9</td>
</tr>
<tr>
<td></td>
<td>May 12</td>
<td></td>
<td>Math Presentation</td>
</tr>
<tr>
<td></td>
<td>May 19</td>
<td>Health &amp; Safety. Cooking</td>
<td></td>
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<tr>
<td>7.</td>
<td>May 24</td>
<td></td>
<td>Science Presentation</td>
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<tr>
<td>8.</td>
<td>May 31</td>
<td>Perceptual Motor Development. Blocks and Woodworking</td>
<td>Chs. 11, 12 and 13</td>
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<td></td>
<td></td>
<td></td>
<td>Resource Files Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Exam take home</td>
</tr>
<tr>
<td></td>
<td>June 2</td>
<td>Final Class/Pick up Resource Files</td>
<td>Final Exam Due</td>
</tr>
</tbody>
</table>
Child Development 7
Activity Plan

Student Name and Date:

Name of activity:

Curriculum Area:

Age Group:

Group size:

**Primary Learning Outcome**: (what is the most important outcome that you want to come from this activity? What is the most important thing that the children will learn? (Be sure to relate this to the curriculum area chosen above):

**Goals and Objectives** (include 3 for each area of development)

a. Social Development: relationships to be fostered, pro-social skills to be supported, interaction with others to be encouraged, examples of cooperation, taking turns, working as a group, leadership, etc.

b. Emotional Development: self-esteem building, feelings to be expressed, understandings to be enhanced, pleasure, enjoyment, pride, accomplishment, etc.

c. Cognitive/Language Development: discovery, thinking and reasoning skills, language and literacy, problem solving skills, curiosity, concepts to be learned

d. Physical Development: large and small motor skills, sensory experience, eye-hand coordination, balance, visual or hearing acuity etc.

e. Creative Expression: verbal and/or non-verbal self-expression, originality

f. Provision for Individual and Cultural Differences
Materials and Preparation

a. Materials Needed
b. Space Required
c. Set-up Required

Procedures (step-by-step description)

a. Introduction
b. Description of actual activities
c. Language/Discussion/Questions
d. Closure: how to terminate the activity

Follow up:
Child Development 7: Activity Plan Grading

Name: _______________________________________________________________

Curriculum Area: ______________________________________________________

Presentation ___________________________________________________________/10

Materials _____________________________________________________________/5

Written Plan __________________________________________________________/10

Total (out of 25) _______________________________________________________/25
Go to a local library and explore the children’s section. Choose a picture book intended for early childhood or school age children. Read the story and think of different activities related to the story, which expand children’s learning and enjoyment of the story.

Your grade will be based on:

- Your choice of book (developmentally appropriate for age intended, quality of writing)
- Thoroughness (suggested activities across the curriculum)
- Oral presentation (clarity, organization, enthusiasm!)
- Enthusiasm reflects the joy of learning!

Child Development 7: Language and Literacy Grading

Name: _______________________________________________________________

Curriculum Area________________________________________________________

Presentation _________________________________/10

Materials _________________________________/5

Written Plan ___________________________________________________________/10

Total (out of 25) _______________________________________________________/25
Name:________________________________________________________________________

Age group:____________________________________________________________________

Title of the Book:_______________________________________________________________

Author:_______________________________________________________________________

Brief Summary/Storyline:__________________________________________________________

Follow-up Activities:

Science:_______________________________________________________________________

Mathematics:___________________________________________

Cooking:_______________________________________________________________________

Physical & Motor:________________________________________________________________

Social Studies:_________________________________________________________________
Writing Objectives, by Janice Silver

Objectives are an important part of all learning plans for two major reasons:

a. They allow the teacher to develop thoughtful activities and experiences for the children with an eye to supporting their growth in all areas of development.

b. Objectives provide a mechanism for evaluating the success of activities and experiences.

Objectives should be written in such a way that they include all areas of a child’s development: physical, social, emotional and cognitive (intellectual). In this way, plans address the whole child, and the curriculum is balanced.

Physical: small and/or large muscle development, sensory, eye-hand coordination, balance, visual/hearing acuity, etc.

Social: cooperation, taking turns, working as a group, leadership, pro-social skills, etc.

Emotional: self-concept, self-esteem, expression of emotions such as pleasure, pride, accomplishment, etc.

Cognitive/Language: discovery, language and literacy, thinking and reasoning skills (such as matching, sorting, grouping, cause and effect, ordering and conservation), listening, concepts to be explore, etc.

Objectives should be written in such a way that they indicate the number of child that will experience success. For example:

- All of the children will...
- Most of the children will....
- Some of the children will....
- A few of the children will ....
- Andrew or Andrea will ......( objectives can be written for specific children)

Objectives should be written is such a way that they indicate what will happen and how it will happen.

Examples:

Physical: All of the children will develop their fine motor skills by using scissors to cut a large piece of paper into smaller pieces.

Social: Most of the children will work together pasting their pieces on the large paper tree trunk.

Emotional: Most of the children will express pleasure and pride at contributing to the large family tree.

Cognitive: Some of the children will be able to group the members of their family together and count how many there are.
CD 7 Resource File Grading Rubric

42-45 points:
10 activity plans from each of the content areas (language art, math, science, social studies, art/puppetry, cooking)
Typed, neat and complete
Well organized into content areas and easy to access. Complete back up materials

41-38 points:
Fewer than 10 activity plans from one of the content areas (language art, math, science, social studies, art/puppetry, cooking)
Typed, neat and almost complete
Organized into content areas and accessible, and contain back up materials

37-34 points:
Fewer than 10 activity plans from two or more of the content areas (language art, math, science, social studies, art/puppetry, cooking)
Legible and almost complete
Organized into content areas and some back up materials accessible

Below 30 points:
Fewer than 10 activity plans from four or more of the content areas (language art, math, science, social studies, art/puppetry, cooking)
Lacking neatness and completion
Disorganized and back up materials mission
Child Development 7
Spring 2016

Name: ________________________________________________________________

Address: __________________________________________________________________

Telephone: Day ____________________ Evening: _____________________________

E-mail: ____________________________________ Major ______________________

Reason taking this class: ________________________

How many Child Development classes previously taken? ______________________

Name the classes: __________________________________________________________________

How many hours do you work? ____________________________________________

Occupation: __________________________________________________________________

What is your first language? _____________________________________________

Languages spoken: _____________________________________________

Do you have any Special Needs? ________________________________________

special considerations (in the form of assignment modifications and adaptations) will be provided upon mutual agreement of the student and the instructor prior to the completion of first assignment.

Any other information you would like to share: ________________________