COURSE OUTLINE

ECHD 125 Curriculum Development

Prepared By: Maureen P. Maiocco, Ed.D.
ECHD 125 Curriculum Development

A. **TITLE:** Curriculum Development

B. **COURSE NUMBER:** ECHD 125

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 lecture hours per week

H. **CATALOG DESCRIPTION:**
   This course will examine curriculum methods in early care and education. Students will create and implement thematic lessons, activities, and units that promote the skill development of the whole-child. Special emphasis will be given to the process of curriculum development, developmentally appropriate methods, child-centered planning, and active play-based learning experiences for children. ECHD majors only. Pre-requisite: Introduction to Early Childhood (ECHD 101)

I. **PRE-REQUISITES/CO-COURSES:**
   Pre-requisite: Introduction to ECE (ECHD 101)

J. **GOALS (STUDENT LEARNING OUTCOMES):**
   By the end of this course, the student will:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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</thead>
<tbody>
<tr>
<td>a. Identify developmentally appropriate learning activities related to Early Learning Frameworks that integrate learning opportunities, skill development, and birth-K standards.</td>
<td>2-Crit. Thinking 3-Prof. Competence</td>
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<tr>
<td>b. Apply practical knowledge of curriculum development for children ages birth-5 years.</td>
<td>2-Crit. Thinking 3-Prof. Competence</td>
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<tr>
<td>c. Create, implement, and engage in age appropriate activities and lessons for use in the ECE classroom.</td>
<td>1-Communication 2-Crit. Thinking 3-Prof. Competence 4-Inter-Intrapersonal</td>
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<tr>
<td>d. Construct curriculum plans following a lesson template format.</td>
<td>1-Communication 2-Crit. Thinking</td>
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<tr>
<td>e. Plan and develop various learning activities and theme-based curriculum projects for individual, small, and large group instruction in specific subject-content areas.</td>
<td>1-Communication 2-Crit. Thinking 3-Prof. Competence</td>
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K. **TEXTS:**
L. REFERENCES:


Various Mailbox Publications, Teacher Resource & Planning Books
(available at Southworth Library and The Early Childhood Teacher Center, SUNY Canton)

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A – F

O. MEASUREMENT CRITERIA/METHODS:
   o Various Project Based Assignments
   o Quizzes
   o Curriculum Model, Unit, and Presentation
   o Small Group Activities
   o Theme-based lesson plans and activities developed for use in early childhood settings

P. DETAILED TOPICAL OUTLINE

I. Developmentally Appropriate Practice
   a. The Basics of DAP
   b. What is DAP
   c. Why is DAP important

II. DAP Guidelines
   a. Creating a community of learners
   b. Teaching to enhance development and learning
   c. Planning appropriate curriculum
   d. Assessing children’s development and learning
   e. Developing reciprocal relationships with families

III. Child Development, Teaching & Learning
   a. Principles of childhood learning
   b. Teaching the “whole-child”
   c. Active learning
   d. Learning through play
   e. Differences in learning
   f. The classroom environment

IV. Curriculum Planning
   a. Characteristics of effective planning
   b. Planning basics
   c. Teaching strategies
   d. The “Web” Method
   e. Theme-based projects & curriculum
f. Integrating classroom centers

g. Multi-cultural curriculum: Celebrating diversity

V. The Lesson Plan
The Basic Format:
a. Goal & Objectives
b. Materials
c. Procedures
d. Motivation
e. Steps
f. Conclusion
g. Transition
h. Follow-up
i. Evaluation

VI. Effective Group Activities
a. Planning & implementing whole-group activities
b. Group preparation, strategies & methods
c. The importance of active involvement
d. Beyond show-n-tell

VII. Incorporating Standards in Early Childhood Curriculum
a. Mathematical Concepts
b. Language Arts & Literacy
c. Social Studies
d. Science & Discovery
e. Physical Education
f. Music Experiences

VIII. Curriculum from Infancy to Kindergarten
a. Review developmental characteristics of young children
b. Infant-Toddler curriculum: Birth to age 2
c. Preschool curriculum: Ages 3 to 5
d. School Ready, Kindergarten- Curriculum: Time of transition Ages 5 to 8

IX. Curriculum Programs
a. The Montessori Approach
b. High/Scope Curriculum
c. Reggio Emilia
d. The Project Approach
e. The Creative Curriculum
f. Head Start Early Learning Frameworks

X. Supporting children and connecting curriculum
a. Meeting the needs of today’s children
b. Assessment, evaluation and reflective practice
c. The role of the teacher in developing curriculum
d. The value of teaching and learning
e. Staying child-centered