

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**ECHD 302: Multi-Cultural Early Childhood Curriculum**

**Created By: Maureen Maiocco, Ed.D.**

**Updated By: Maureen Maiocco, Ed.D.**

**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD  
FALL 2021**

- A. **TITLE:** Multi-Cultural Early Childhood Curriculum
- B. **COURSE NUMBER:** ECHD 302
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **COURSE DESCRIPTION:**

This course examines the role and responsibility of the early childhood professional in creating a culturally responsive and inclusive classroom environment. Anti-bias curriculum methods, activities, multi-cultural literacy, and meaningful ways to create a welcoming and supportive environment that honors and celebrates families, children, and teachers will be studied. This course will examine inclusive polices and emphasize the importance of supporting children’s social learning regarding acceptance, tolerance, and respect for self and others.

H. **PRE-REQUISITES/CO-REQUISITES:**

- a. Pre-requisite(s): ECHD 101; ECHD 125 or permission of instructor.
- b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

**PLO 8:** Apply skills of curriculum planning and age appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.

<b><u>Student Learning</u></b>	<b><u>PLO</u></b>	<b><u>ISLO &amp; Subsets</u></b>
a. Examine and assess early childhood multi-cultural curriculum methods and activities that best support children’s emotional and social competence.	8	4 Social Responsibility [IK]
b. Evaluate and determine high quality anti-bias children’s literature.	8	4 [IK]
c. Develop and plan curriculum activities that reflect and honor family diversity for children from infancy to age 5.	8	4 [IK]
d. Examine and create EC program curriculum, projects, and outreach that welcome and instill tolerance, respect, and acceptance for teachers, families, children, and the community.	8	4 [IK]
e. Examine the critical role and responsibility of the EC teacher in creating and developing an inclusive classroom environment that welcomes and honors all children and families.	8	4 [IK]

J. **APPLIED LEARNING COMPONENT:** Yes

Classroom/Lab  
Research

**K. TEXTS:**

- Bisson, J. (2017). *Celebrate! An anti-bias guide to including holidays in early childhood programs*. St. Paul, MN: Redleaf Press  
York, S. (2016). *Roots and wings: Affirming culture and preventing bias in early childhood*. St. Paul, MN: Redleaf Press

**L. REFERENCES:**

- Hall, N.S. (1999). *Creative resources for the anti-bias classroom*. Albany, NY: Delmar Publishers  
Coppie, C., and Cavanaugh, N. (2003). *A world of difference: Readings on teaching young children in a diverse society*. Washington, DC: NAEYC  
Southern Poverty Law Center. (1997). *Starting small: Teaching tolerance in preschool and the early grades*. Montgomery, AL: Teaching Tolerance  
Sparks, L.D., and Edwards, J.O. (2012). *Anti-bias education for young children and ourselves*. St. Paul, MN: Redleaf Press

**M. EQUIPMENT: University Supplied Equipment**

**N. GRADING METHOD: A-F**

**O. MEASUREMENT CRITERIA/METHODS**

- Quizzes
- Papers
- Projects
- Presentation
- Participation

**P. DETAILED COURSE OUTLINE:**

- I. Racial and Ethnic Awareness
  - A. Affirming Identity
  - B. Family Diversity
  - C. Respecting All Families
- II. Fairness
  - A. Nurturing Justice
  - B. Gender Awareness
  - C. Fostering Gender Equity
- III. Friendship Connections
  - A. Building Friendship Skills
  - B. Sameness
  - C. Discovering Diversity
- IV. Prejudice Formation
  - A. Facing Prejudice
  - B. Heroes and *Sheroes*
  - C. Supporting Children's Power

- V. The Inclusive Classroom
  - A. Responding to Special Needs
  - B. Understanding Abilities and Disabilities
  
- VI. Classroom Rules
  - A. Supporting Children's Social Learning
  - B. Encouraging Self Discipline
  - C. Peaceful Conflict Resolution
  
- VII. Building and Promoting
  - A. Tolerance
  - B. Respect
  - C. Acceptance
  
- VIII. Developing Anti-Bias Curriculum: Infants - Preschoolers
  - A. Self-Identity and Sense of Well-Being
  - B. Respect for Self and Others
  - C. Cooperation and Conflict Negotiation
  - D. Empathy
  
- IX. Anti-Bias Activities
  - A. For Infants: 0 –to 18 months
  - B. For Toddlers: 18 – 0 months
  - C. For Preschoolers: 3 – 6 years
  
- X. Social Studies and Awareness
  - A. Field Trips
  - B. Community Outreach: Caring for Our Community
  - C. Intergenerational Connections
  - B. Classroom Guests
  - C. Family Sharing
  
- XI. Multi-Cultural Children's Literacy
  - A. Examining Stereotypes
  - B. Gender Bias
  - C. Youth Literature Awards
    - Caldecott: Outstanding Picture Books
    - Coretta Scott King: African American Literature
    - Jane Addams: Promoting Peace, Social Justice, Racial, and Gender Equity
    - Mildred L. Batchelder: Foreign Language Lit. [ translated to English]
    - Lambda: LGBT
    - Amelia Bloomer: Feminist Literature
    - Pura Belpre' Award: Latino Literature
    - Dolly Gray and Schneider Family: Developmental Disabilities Literature
    - Sydney Taylor and National Jewish Book Awards: Picture Books
    - Tomas Rivera: Mexican American Literature
    - Asian/Pacific: Asian American Literature
  
- XII. Holidays and Celebrations
  - A. Celebrating ALL Children
  - B. Beyond Birthday Cake and Ice-cream

C. Celebrating and Honoring the Individual

XIII. Family Engagement

- A. Working with Diverse Families
- B. Inclusive Policies
- C. Family-Friendly Policies
- D. Creating a Welcoming EC Program and Classroom
- E. Honoring Family Traditions and Cultures
- F. ESL / English Language Learners

XIV. Responsiveness

- A. Program Planning: Celebrating Diversity
- B. Teacher Training: Social and Cultural Competence

XV. Words and Messages

- A. Beyond Black and White: Mahogany, Cinnamon, Peach, Nutmeg
- B. Firemen and Policemen: Police Officers and Firefighters
- C. Mom and Dad: Mom and Mom, Dad and Dad

XVI. Other Considerations

- A. Income / Poverty
- B. Homelessness
- C. Divorce
- D. Military
- E. Grandparents
- E. Family Crisis