

CLDDV 107: Introduction to Curriculum
(3 Units)
Summer 2017
Online
Section: 3236

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Office Hours:

By appointment and as needed

REQUIRED TEXT AND MATERIALS:

Hohmann, M., Weikart, D.P., Epstein, A.S, *Educating young children, 3rd edition*, HighScope Press, Ypsilanti, Michigan

COURSE DESCRIPTION:

This class will provide a study of appropriate play, and aesthetic learning experiences including program content, use of materials and equipment and guidance of children's experiences in developmentally appropriate fashion; techniques of meeting physical needs of children. Principles of learning, models of curricular philosophies and programs and integration of domains of development will be integrated. Discussion of cultural contexts, variations in development and inclusion of children with special needs. Field trips might be required.

COURSE OBJECTIVES:

Upon successful completion of the course, the student will be able to:

- a) Describe ways to fully include children of all abilities in the classroom environment, including modification of curriculum plans, accessibility and adaptation to create accessibility for all children. (Early Intervention Core Competency EICC)
- b) Explain verbally and in writing the sequence of play as central to development and learning for young children. (Curriculum Alignment Project CAP)
- c) Define, explain, and apply constructivist theory to a variety of curriculum models including High Scope, Montessori, Waldorf, Project Approach, and Reggio Emilia in curriculum planning for young children. (CAP)
- d) Identify key ways in which the environment functions as an essential components of curriculum. (CAP)
- e) Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children. (CAP)
- f) Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language and literacy; physical/motor mastery; creativity and the arts; mathematics and science. (CAP)

- g) Demonstrate an understanding of the process of curriculum development for infants, toddlers, and young children at high risk and/or with disabilities. (EICC)
- h) Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children. (CAP)
- i) Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity. (CAP)(EICC)
- j) Design curriculum plans and activities to include support of home language as well as development of English as a second language as well as language delays. (CAP) (EICC)
- k) Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent his/her world through symbols. (CAP)
- l) Demonstrate and explain in curriculum plans the progression from "simple to complex" and "concrete to abstract" and explain how these concepts are essential for all children's learning. (CAP)
- m) Using current professional standards, observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas. (CAP)
- n) Discuss the role of curriculum in supporting socialization, self-regulation, and self-help skills for all children. (CAP)
- o) Identify the key roles of the teacher/early interventionist in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum. (CAP)
- p) Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development. (CAP)
- q) Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning. (CAP)
- r) Demonstrate an understanding of the process of curriculum development for infants, toddlers, and young children at high risk and/or disabilities. (EICC)
- s) Demonstrate ability to assess, adapt, create access for children with disabilities, and other special needs. (EICC)

COURSE LEARNING OUTCOMES

As a result of satisfactory completion of this course, the student should be prepared to:

1. Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
2. Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.
3. Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
4. Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

CLASS FORMAT:

Online

COURSE REQUIREMENTS:

- Activity
1. Curriculum Approach Web Search
 - a. Montessori
 - b. Waldorf
 - c. Reggio Emilia
 - d. Forest/Nature Kindergarten
 2. Material from Curriculum Approach

OR

- Talking Tub
3. The Importance of Play Article
 4. Curriculum approach comparison articles
 5. Literacy Activity
 6. Transition Song Book
 7. Weekly assignments
 8. Quizzes/exam on Chapters 1 – 7
 9. Student Culture Share
 10. Videos
 11. Curriculum activity from chapters 8 forward
 12. Media Center (extra credit)
 13. Discussion Boards

GRADING

90% = A 80 – 89% = B 70 – 79% = C 60 – 69 % = D

ACTIVITY DESCRIPTIONS

1. Curriculum Model Web Search

Each student will research the identified curriculum model on the web; **YOU CANNOT USE WIKIPEDIA for your research. Be sure that the information you are writing about is consistent with the original theory, not a program’s interpretation of the method, approach, or curriculum.** Topic areas that should be covered are: history, role of the teacher, role of the student, role of the family, environment, materials, key concepts, developmental areas covered by curriculum (activities). You may use bullets. You may not cut and paste from the internet.

Rearranging words or sentences is still plagiarism. Students cutting and pasting or *copying* information from the internet will receive 0 points.

2. Learning Material from Curriculum Model OR Talking Tub

This activity should clearly appear to involve a MINIMUM of 15 hours in the creation of the material or Talking Tub. Projects that appear to have 30 – 40 hours are considered exceptional and points reflect that.

Learning Material from Curriculum Model

Student will present a learning material that reflects the curriculum model of their choice. Each student will provide a one-page “How to Use This Material” sheet. On the sheet should be included the name of the activity, age of child recommended, developmental domains addressed, how to play/administer, any adaptations for children with disabilities. I encourage you to have your material completed a week before presenting so I can go over it with you to correct anything that would result in a loss of points. Plan EARLY! This is a BIG project and cannot be

completed successfully with fewer than 15 hours of work. Most projects take students 20 – 30 hours of work. I encourage you to utilize your family members: parents, partners, children, grandparents, friends. It's a lot of fun and a LOT of work. Students whose activity is the result of a few hours work will see that reflected in the low awarding of points.

High Scope: material must come from one or more of the KDIs (Key Developmental Indicators)

Waldorf: reflect the plane of development (hands, heart, head) and be consistent with the materials chosen

Reggio Emilia: open

Montessori: material must be from one of the following areas:

- Practical Life
- Sensorial
- Mathematics
- Language and Literacy
- Cultural Subjects (which include Geography, History, Natural Sciences, Experimental Sciences)
- Creative Subjects (Art and Craft, Music and Movement, Drama)

OR

Talking Tub

Choose a topic (with approval of instructor!) and create a “Talking Tub” of items that support that topic. A **minimum** of 20 items must be included (25 – 30 would be exceptional). Each item must CLEARLY support the topic. A written paper describing what each item is, why it relates to the topic, and how it supports further inquiry of the topic. In addition, a small, portable book (could be on blank, not lined, 3x5 cards, laminated) with a ring to connect the book must accompany the Talking Tub. Each card will have a description of each item contained in the tub, extending knowledge, a brief background of the relevancy of the item to the topic, and any additional information about the item. Exceptional small books will have pictures of the item.

4. The Importance of Play Article

Students will come in with a typewritten outline of the article posted on the website (15 points) and discuss it with their group. Each group will then present a written paper of what that information means to them as teachers and what they might do differently as a teacher as a result of reading the article (10 points).

5. Media Center (extra credit)

You may take a trip to the SCOE Teacher’s Media Center for a minimum of one hour (posted on my web site with directions and phone number to make reservation) and bringing back a signed paper or business card indicating a one-hour visit to the center. If you go on your own, you must call the Media Center first and set an appointment. Do not arrive without calling first.

6. Literacy Activity

Each student is to use a book that has been approved and create a literacy activity to enhance the learning. Examples include but are not limited to: flannel board story, puppets, magnetic board story, prop box/dramatic play box, and shoe box with props from story. Little Golden Books are not appropriate, nor are “manners” books. Best books include Caldecott winners, Coretta Scott King Award winners, Newberry Award winners, or other books that have received distinction. Additionally, Eric Carle books are very good. A “pop” (a special addition or consideration for the activity) will earn extra points.

7. Transition Songbook

Students will compile a booklet of transition songs that will be helpful when you are working with children as you wait, transition, or just when you have a free moment. The booklet will have six categories: Finger plays, Name songs, Body Parts, Breathing/Cooling Down, and Counting. You will create a sixth category of your choosing. You must include a minimum of five (5) songs in each category. I recommend making it a small book, must have tabs to separate the songs, laminate is preferred, and the binding must be durable. You will receive points based on 6 categories, 5 in each category, neatness, durability, and creativity.

8. Activities/Assignments: These will be assigned each week.

9. Quizzes/Exam on Chapters 1 – 7

10. Student Culture Share

Students will present their culture in a powerpoint. Each student will share a minimum of 7 items, **only one can be a picture**. The items will represent your life, passions, interests, history, background, and identity. Students will be graded on the thoroughness of planning and thoughtfulness of sharing.

Class Considerations

When creating your materials, keep in mind Developmentally Appropriate Practices, Anti-Bias Curriculum, inclusion of children with disabilities, and GREEN concepts.

Policies:

<http://laffranchinid.faculty.mjc.edu/>

Click on Policies

Student Code of Conduct:

<http://www.mjc.edu/current/resources/responsibilities/code-of-conduct.html>

Violations of the Student Code of Conduct will be responded.

Assignments: Font Times New Roman or Arial, Font size 12 or 14, Double spaced,

Welcome!

Here because I choose to be here,

Here because I love to be here,

Here because you deserve my very best.

I commit to give you my very best each class!