CLDDV 107: Introduction to Curriculum  
(3 Units)  
Spring 2015  
Muir 159 – West Campus  
Section: 2035 Thursday, 10:05 – 1:10 pm

Instructor: Debbie Laffranchini  
Office: 157 D  
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Website: http://laffranchinid.faculty.mjc.edu

Office Hours:  
T 1:10 pm – 1:40 pm  
5:00 pm – 6:00 pm  
9:05 pm – 10:05 pm  

W 9:05 pm – 10:05 pm

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:
Lecture, in-class assignments, videos, small group work, large group discussion, small group presentations, and individual presentations.

COURSE REQUIREMENTS:

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<tr>
<th>Activity</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Curriculum Approach Web Search</td>
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<td>a. Montessori</td>
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<td>b. Waldorf</td>
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<td>c. Reggio Emilia</td>
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<tr>
<td>2. Curriculum Approach Presentation (Group)</td>
<td>25 pts</td>
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<td>3. Material from Curriculum Approach Presentation (Individual)</td>
<td>50 pts</td>
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<td>4. The Importance of Play Article</td>
<td>25 pts</td>
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<td>5. Media Center</td>
<td>10 pts</td>
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<td>6. Literacy Activity</td>
<td>25 pts</td>
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<td>7. Transition Song Book</td>
<td>15 pts</td>
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<td>8. In-Class Activities/outside assignments (5)</td>
<td>5 - 10 pts @ 50 pts</td>
<td>As assigned</td>
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<td>9. Chapter Outlines (8)</td>
<td>10 pts @ 80 pts</td>
<td>As assigned</td>
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<td>10. Exam on Chapters 1 – 8</td>
<td>50 pts</td>
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<td>11. Student Culture Share</td>
<td>15 pts</td>
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GRADING
90% = A  80 – 89% = B  70 – 79% = C  60 – 69 % = D

ACTIVITY DESCRIPTIONS
1. Curriculum Model Web Search (individual AND group project) (3 @ 20 pts each) 60 pts
   Each student will research the identified curriculum model on the web and come back with the information in handwritten, black ink only summary format. 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. In table groups, students will then combine the summaries and prepare one summary per table, filling in any holes. The table will then prepare one paper representing the curriculum model. Students who have not completed their individual paper are not eligible for the group points and will then use the class time to complete their individual paper, resulting in earning at a maximum half of the points for this activity.
2. Curriculum Model Presentation (group project) (7-minute presentation, maximum 15 slides, including pictures)  
Each table will present a power point presentation on one assigned curriculum approach. The classroom will be turned into a “Conference” and your table represents a preschool. You are attempting to interest new families to join your preschool and attempting to attract new staff. You will create your presentation using power point. There is to be no deviation from your assigned curriculum approach; however, you may trade with another table if you mutually agree to exchange approaches. When you are presenting, DO NOT READ! Practice, be comfortable with difficult words, and check your power point for spelling errors. Avoid saying, “I am so nervous!” Each member must participate and professional demeanor and dress during presentation is expected. All students must be present during the entire time of your peers’ presentations; your absence or partial absence will result in a loss of 25 points.

3. Learning Material from Curriculum Model Presentation (individual project)  
Each student will present a learning material that reflects the curriculum model they have presented. These materials can be donated to the Kenya Literacy Project or Anthill Foundation. 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. This paper must be turned in the week prior to your presentation. If you are donating the material, a personal note is always valued by the recipients! 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 10 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 KDI (Key Developmental Indicators)  
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)
Reggio Emilia: open

4. The Importance of Play Article (25 points: 15 individual; 10 group)  
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  
You will take a trip to the Teacher’s Media Center off of Scenic and Oakdale or Turlock 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. You can complete your literacy activity prior to the due date for grading. Each student will present their activity on the final day of class. 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. Students may turn this activity in prior to the due date.

8. **In-class Activities/Assignments:** These will be assigned during class and cannot be made up.

9. **Chapter Outlines**

Beginning the second week of class, students will prepare an outline of chapters 1 – 8, one chapter per week. These outlines will be turned in at the beginning of class each week. Each outline is worth up to 10 points. Outlines that are turned in on time can be used for the final. Outlines that are turned in late cannot be used during the final.

10. **Student Culture Share**

Students will work in small groups to present to the class on their culture. Each student will bring items that represent their life, passions, interests, and identity. Students will be graded on the thoroughness of planning and thoughtfulness of sharing. Each individual will have no more than 3 minutes to describe and explain the objects and share with others their culture.

When creating your presentations and materials, keep in mind Developmentally Appropriate Practices, Anti-Bias Curriculum, inclusion of children with disabilities, and GREEN concepts. If you are donating your material to KLP/Anthill, be sure the material is culturally neutral, DURABLE, lightweight, and easy to transport.

If one student is found to not participate equally, that student will be identified by me and will receive at least one letter grade lower than the group. Do not leave while your team is working. Do not respond to your phone, do not get food/drink, and please restrict all restroom activity for scheduled break times. Students observed leaving their group will forfeit 5 points of their score.

If a team is experiencing challenges working with one or more members, the team must meet together, share with the member/s their concerns and see if a resolution can be made. If not, the team will then bring the challenge to my attention. We will follow the Code of Ethical Conduct and we WILL resolve the situation to everyone’s
satisfaction. This is our opportunity to develop the critical skills of group work and positive conflict resolution. It is acceptable for a group to disband in the middle of planning and regroup. When deciding who will do what, let this be the opportunity for students who have not developed computer skills to develop them. If you are proficient at power point, teach the other members; don’t do it for them! Support each other in learning and creating materials. We are a team!

TENTATIVE SCHEDULE OF CLASS MEETINGS

Week 1:  1/15
Introduction: The High/Scope Approach to Preschool Education

Week 2:  1/22
Outline Due: Chapter 1
Lecture: The Active Participatory Learning Approach

Week 3:  1/29
Outline Due: Chapter 2
Lecture: Establishing a Supportive Climate: The Basics of Positive Adult-Child Interactions

Week 4:  2/5
Outline Due: Chapter 3
Outline Due: Chapter 4
Lecture: Involving Families in Active Learning Settings
Lecture: Working in Teams: Adult Collaboration to Promote Active Learning
In-Class Activity: Write a letter to parents about local event

Week 5:  2/12
Outline Due: Chapter 5
Outline Due: Chapter 6
Lecture: Arranging and Equipping Spaces for Active Learners
Lecture: The High/Scope Daily Routine: A Framework for Active Learning

Week 6:  2/19
Outline Due: Chapter 7
Lecture: The High/Scope Plan-Do-Review Process

In-Class Activity: Importance of Play

Week 7:  2/26
Chapter 8
Lecture: Group Times, Outside Times, Transition Times

Week 8:  3/5
Media Center
Lecture: Language, Literacy, and Communication; Social and Emotional Development; Physical Development, Health, and Well-Being
In-Class/Out of Class Activities: 3 @ 5 points each

Week 9:  3/12
Lecture: Mathematics: Seriation, Number, and Space
In-Class/Out of Class Activities: 3 @ 5 points each

Week 10:  3/19
Lecture: Science and Technology: Classification; Science and Technology: Time; Social Studies; The Arts (Dramatic Art, Music)
In-Class/Out of Class Activities: 3 @ 5 points each
Montessori Approach Web Search

Week 11:  3/26
Transition Activity Due
Waldorf Approach Web Search
Reggio Emilia Approach Web Search

Week 12: 4/2 Work Night

Week 13: 4/9 Presentations (Curriculum Model)

Week 14: 4/16 Presentations (Individual Activities)

Week 15: 4/23 Blocks, DAP
In-Class Activity: DAP
Video: Foundations: The Value of Unit Block Play
Work Night

Week 16: 4/30 Literacy Activities Presentations

Students are to remain apprised of new information regarding the schedule by staying in contact with your team. Your team members are the FIRST source of any questions you may have about what is due and when it is due.

Students may change tables at any time. The tables are not considered to be permanent social constructs. Once you commit to your team for a team project, however, you must speak with me before the composition of the team is changed.

At any time your group is done with discussion or an activity, move on to the next activity. You will find this very helpful at the end of class when students feel VERY frazzled with this fast-paced course. Students are expected to be responsible, come prepared, support your team, and stay on task. Please keep your group on task and keep “visiting” to before and after class or during break.

If you are observed with a cell phone during class, you will be asked to leave.

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 reported.

Assignments: Font Times New Roman, Font size 12, Double spaced, Black ink only

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!
# Student Tracking Sheet

**CLDDV 107: Introduction to Curriculum**  
Laffranchini, Instructor

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<th>Curriculum Model Web Search (60 points)</th>
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