



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 33A

(2) EARLY CHILDHOOD CURRICULUM: EMPHASIS ON
ART DRAMA MUSIC AND MOVEMENT

(3) 3

Number

Title

Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	3.00	Degree applicable:		X
	Total Lab hours:	0	Non-degree applicable:		
	Total Contact hours:	54.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			General education category:		
			Major: CHILD DEVELOPMENT PARAPROFESSIONAL		
			Certificate of: PARAPROFESSIONAL		
			Certificate in:		
(5) Grading Basis:	Grading Scale Only		(10) CSU Baccalaureate:		
	Pass/No Pass option	X	X		
	Pass/No Pass only		(11) Repeatable: (A course may be repeated three times)		
(6) Advisories:	Eligibility for English 126		0		
	Eligibility for English 125				
(7) Pre-requisites (requires C grade or better):					
Corequisites:					

(12) Catalog Description:

This course will offer an intense study of early childhood curriculum in areas of art, dramatic play, puppets, sensory exploration, music, movement, oral language, and children's literature.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. select, design and evaluate quality art, drama, music and movement activities that promote learning and full inclusion.
- II. plan, implement and evaluate developmentally appropriate activities in art, drama, music and movement for typically and atypically developing children.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. apply knowledge of developmentally appropriate activities for preschool children in art, music, movement, dramatic play and oral language.
- II. analyze stages of developmental play in the curriculum areas.
- III. compare creative versus non-creative early childhood environments.
- IV. describe developmentally appropriate practices in curriculum.
- V. identify the importance of the process over the product in activities with young children.
- VI. understand accommodations needed for children with special needs.
- VII. review activities for bias.
- VIII. understand concepts of adapting experiences and enhancing or increasing "access" to an experience.

IV. COURSE OUTLINE:

Lecture Content:

A. Creating Curriculum

1. Developmentally appropriate practices
2. The role of the teacher in curriculum development in inclusive environments
3. Supporting the child's social, emotional, physical, and cognitive development through curriculum
4. Creating environments that support creativity and access
5. Multicultural, anti-bias considerations
6. Curriculum for typically and atypically developing children

B. Art

1. Value of art
2. Developmental stages of art
3. Art as representation of children's thinking
4. Talking with children about their art
5. Involving children in all forms of art
6. Art as a stimulus for other curriculum areas
7. Adapting art experiences for children with disabilities

C. Dramatic Play and Creative Dramatics

1. Developmental stages of dramatic play
2. Developing prop boxes to support dramatic play
3. Planning a multicultural/anti-bias component and disability awareness component
4. Creative dramatics
 - a. using puppets
 - b. story dramatization

D. Sensory Exploration

1. Water, sand, clay, and mud play
2. Purposes and objectives
3. Props and materials

E. Music and Movement

1. Stages of music development
2. Music and creative movement education for young children
3. Large and small motor development and physical fitness
4. Perceptual-motor development
5. Types of songs
 - a. fingerplays
 - b. chants
 - c. songs
 - d. rhythms
6. Musical instruments
 - a. types of instruments
 - b. making musical instruments
 - c. introducing musical sounds and instruments
7. Range of motion, positioning, supportive equipment
8. Balance, trunk control, protective reflexes

F. Language and Literacy

1. Oral language activities
2. Organizing and planning for language and literacy experiences
3. Types of activities: group time, flannelboards, music, fingerplays, and chants
4. Communication activities
5. Prelinguistic activities
6. PECS (Picture Exchange Communication System)

G. Literature

1. Selecting books for young children
2. Integrating literature into other curriculum areas
3. Teachers as storytellers

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

1. Recommended - Carol Copple & Sue Bredekamp, eds. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, ed. 3rd NAEYC, 2009, ISBN: 9781928896647
2. Recommended - Hilda Jackman *Early Education Curriculum: A Child's Connection to the World*, ed. 4th Delmar, 2005, ISBN: 13: 978142832

II. Other Readings

1. Recommended - *Binder Incert available at the bookstore.*

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

In addition, students will be exposed to curriculum in Early Childhood from various countries.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)		d) written homework
X	b) term or other paper(s)		e) reading reports
X	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:

1. Write lesson plans
2. Reading critiques
3. Written reports on testing and outcome of project development (see Skill c.)

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)	X	d) laboratory reports
	b) quizzes		e) field work
	c) homework problems	X	f) other (specify):

Required assignments may include but are not limited to the following:

1. Understand and apply course content through in-class activities
2. Self-evaluation of project development

C. Skill demonstrations, including:			
X	a) class performance(s)		c) performance exams(s)
X	b) field work	X	d) other (specify)

Required assignments may include but are not limited to the following:

1. Project—develop and design curriculum related to art, creative dramatics, sensory exploration, literature, music, and movement
2. Test out curriculum on children and report results
3. Present curriculum project

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

- 40% Skills demonstration
- 20% Problem solving
- 20% Writing
- 20% Exams

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.	
(eligibility for English 126) (as outcomes for English 262) <input checked="" type="checkbox"/> Using phonetic, structural, contextual, and dictionary skills to attack and understand words. <input checked="" type="checkbox"/> Applying word analysis skills to reading in context. <input checked="" type="checkbox"/> Using adequate basic functional vocabulary skills. <input checked="" type="checkbox"/> Using textbook study skills and outlining skills. <input checked="" type="checkbox"/> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.	1. Students will read text and articles and apply the information to class discussion. 2. Students will apply text information to written assignments. 3. Students will reflect on text information through reading critiques.
(eligibility for English 125) (as outcomes for English 252) <input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time. <input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc. <input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. <input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification. <input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases. <input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	1. Students will write lesson plans. 2. Students will write reports. 3. Students will write evaluations.
<u>Check the appropriate spaces.</u> <input type="checkbox"/> Eligibility for Math 101 is advisory for the target course. <input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course. <input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course. <i><u>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</u></i>	

CONTENT REVIEW

REQUISITES
No requisites