CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 33B	(2) EARLY CHILDHOOD CURRICULUM: EMPHASIS ON MATH, SCIENCE AND LITERACY	(3) 3
Number	Title	Units

(4)	Lecture / Lab Hours:			
	Total Course Hours			
		Total Lec hours:		3.00
		Total Lab hours:		0
		Total Contact hours:		54.00
	Lec will generate 0 hour(s) outside work.			
	Lab will generate 0 hour(s) outside work.			
(5)	Grading Basis:	Grading Scale Only		
		Pass/No Pass option		X
		Pass/No Pass only		
(6)	Advisories: Eligibility for English 126 Eligibility for English 125			
(7)	Pre-requisites(requires C grade or better):			
	Corequisites:			

(8)Classification:			
		Degree applicable:	X
		Non-degree applicable:	
		Basic skills:	
(9)RC	Fulfills AS/AA degree requirement: (area)		
	General education category:		
	Major:	CHILD DEVELOPMENT PARAPROFESSIONAL	
	Certificate of:	PARAPROFESSIONAL	
	Certificate in:		
(10)CSU		Baccalaureate:	X
(11)Repeatable: (A course may be repeated three times)			0

(12) Catalog Description:
This course will offer an intense study of early childhood curriculum. Curriculum areas such as math, science, literacy, and blockology will be studied. Integration of these areas with art, drama, music, and movement will be explored.

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 math, science and literacy materials that promote learning and full inclusion.
II. plan, implement and evaluate developmentally appropriate activities in math, science and literacy 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 math, science and literacy.
II. analyze stages of learning in the curriculum areas.
III. compare and test various math and science games and activities.
IV. describe developmentally appropriate practices in curriculum.
V. compare various early childhood math programs.
VI. explore children's literature and the components of pre-reading and writing skills.
VII. design material geared to full-inclusion.

IV. COURSE OUTLINE:

Lecture Content:

A. Creating Curriculum
1. Developmentally appropriate practice
2. Importance of learning through play
3. Creating quality curriculum
4. Curriculum for typically and atypically developing children
5. Multicultural and anti-bias considerations
B. Language and Literacy

1. Developmental progression of language and literacy
2. Developmental progression of second language acquisition
3. Organizing and planning for language and literacy experiences
4. Books and language learning
5. Early stages of reading and writing
6. Organizing the environment to support literacy development
7. Prelinguistic activities
8. PECS (Picture Exchange Communication System)

C. Literature

1. Selection of books for young children
a. developmental appropriateness
b. thematic selection
2. Integrating literature into other curriculum areas
3. Children as authors

D. Math

1. Concept development in young children
2. Math language of early childhood
a. one-to-one correspondence
b. classifying and sorting
c. patterns
d. spatial relationships
3. Math experiences in early childhood environment
a. blocks
1) developmental stages of block building
2) purpose and objectives
b. woodworking
c. manipulatives
4. Integrating math with other curriculum areas
a. math and science
b. art
c. cooking
d. language, literacy, and literature
e. rhythm and rhyme
5. Materials for developing math concepts
6. Adapting activities/curriculum

E. Science

1. Basic scientific concepts for young children
2. Methods of discovery
3. Creating an environment that supports critical thinking and problem solving
4. Sensory experiences
5. Adapting activities/curriculum

V. APPROPRIATE READINGS

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

I. Sample Text Title:
1. Recommended - Hilda Jackman *Early Education Curriculum: A Childs Connection to the World,* ed. 4th Delmar, 2009, ISBN: 9781428322523
2. 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

II. Other Readings
1. Recommended - *binder incert available at the college bookstore.*

_X_ Global or international materials or concepts are appropriately included in this course
_X_ 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.

This course provides practical experience with issues of diversity. Students will learn to design non-bias curriculum and apply inclusive language in the introduction and directions given to children as they utilize this curriculum. 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)	X	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. Read and critique children's literature
3. Written reports on testing and outcome of project development (see Skills 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 math, science, and oral language
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% Skill demonstration
20% Problem solving
40% Writing

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 three 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) __X__ Using phonetic, structural, contextual, and dictionary skills to attack and understand words. __X__ Applying word analysis skills to reading in context. __X__ Using adequate basic functional vocabulary skills. __X__ Using textbook study skills and outlining skills. __X__ 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 discussions. 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) __X__ Writing complete English sentences and avoiding errors most of the time. __X__ Using the conventions of English writing: capitalization, punctuation, spelling, etc. __X__ Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. __X__ Expanding and developing basic sentence structure with appropriate modification. __X__ Combining sentences using coordination, subordination, and phrases. __X__ Expressing the writer's ideas in short personal papers utilizing the writing process in their development.	1. Students will write reports. 2. Students will write lesson plans. 3. Students will write evaluations.

Check the appropriate spaces.

_____ Eligibility for Math 101 is advisory for the target course.
__X__ Eligibility for English 126 is advisory for the target course.
__X__ Eligibility for English 125 is advisory for the target course.

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.

CONTENT REVIEW

REQUISITES

No requisites