

Basic Course Information

Semester:	SPRING 2024	Instructor Name:	CECILE RICHMOND
Course Title & #:	INTRO TO CURRICULUM CDEV 105	Email:	CECILE.RICHMOND@IMPERIAL.EDU
CRN #:	20732	Webpage (optional):	N/A
Classroom:	206	Office #:	N/A
Class Dates:	2/12/24 TO 6/7/24	Office Hours:	AFTER 5PM TUESDAY
Class Days:	TUESDAY	Office Phone #:	760-235-5441
Class Times:	6:00PM TO 9:10PM	Emergency Contact:	TEXT 760-235-5441
Units:	3	Class Format/Modality:	FACE TO FACE

Course Description

This course presents an overview of developmentally appropriate curriculum and environments for young children from birth through age eight. Students will use knowledge of child development, theories of learning and development, examine various models of developmentally appropriate practice, and observation and assessment strategies to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings. Emphasis on the essential role of play. (C-ID: ECE 130) (CSU)]

Course Prerequisite(s) and/or Corequisite(s)

None

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to: 1. Apply elements of various curriculum models, approaches, theories and standards for early learning, including indicators of quality to plan and individualize curriculum for children ages birth through eight. 2. Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs. 3. Develop curriculum for all content areas to support children's learning and developmental needs.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.
2. Examine ways curriculum is integrated across all developmental domains and content areas.
3. Identify ways in which the environment functions as an essential component of curriculum.
4. Observe and evaluate teaching strategies, curriculum, and environmental designs.
5. Document observations of children as a basis for planning curriculum and environments.
6. Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
7. Develop plans for environments that are appropriate for children's individual ages, stages, and abilities, needs, and learning goals.
8. Explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.
9. Explain how different teaching strategies could be used for a variety of curriculum goals.
10. Describe guidance and interaction approaches to support social relationships and learning.
11. Describe various strategies for engaging and partnering with families to support children's development and learning.

Textbooks & Other Resources or Links

OER - Author: Kristen Beeve & Jennifer Paris Version 1.2 (2020)

<https://drive.google.com/file/d/1LK6VZMA2iMVR2iKYFcXg6PYleTIqLcFU/view?usp=sharing> (English)

<https://lor.instructure.com/resources/814a281886d94ea1bebbd5ab779499e5?shared>

<https://drive.google.com/file/d/1czVM92OqL4GJOuAWuYz8q29drHlF9k8C/view?usp=sharing> (Spanish) Except where otherwise noted, this resource is licensed under a Creative Commons Attribution 4.0 International License

California State Preschool Learning Foundations, Available

at: <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Course Requirements and Instructional Methods

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Simulation/Case Study



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Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

Audio Visual

Demonstration

Computer Assisted Instruction

Distance Learning

Course Grading Based on Course Objectives

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." California Education Code, Section 76224(a) Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

90 -100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

59% and below

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Course Policies

- Attendance is important please make sure you are on time to class and ready to start.
- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

- All assignments should be typed. No assignments or projects will be accepted late. They are due on the date assigned. If you feel that you have extenuating circumstances, please contact me before the project is due.
- Grades will be based upon class participation, attendance and the completion of assignments, presentations, pop quizzes, quizzes and tests throughout the semester. All material presented in the text, study guide, videos and handouts will be part of the evaluation process.

Anyone caught cheating will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- COMPLETE YOUR OWN COURSEWORK. Other Course Information

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 2/13	Syllabus & Introduction to Course and Expectations OER Textbook Information	<ul style="list-style-type: none"> • READ CHAPTER 1
Week 2 2/20	UNDERSTANDING HOW CHILDREN LEARN: <ul style="list-style-type: none"> • Foundations in Early Childhood Curriculum Theory and Practice 	<ul style="list-style-type: none"> • DISCUSSION • READ CHAPTER 2
Week 3 2/27	<ul style="list-style-type: none"> • The Importance in Play and Intentional Teaching/Teachers Role • In class Activity on play 	<ul style="list-style-type: none"> • READ CHAPTER 3
Week 4 3/5	DEVELOPING CURRICULUM TO SUPPORT CHILDRENS LEARNING: <ul style="list-style-type: none"> • The Cycle of Curriculum Planning • Lesson planning 	<ul style="list-style-type: none"> • READ CHAPTER 4
Week 5 3/12	<ul style="list-style-type: none"> • Developing Curriculum for a Play Centered Approach • Different Curriculum types and Approaches 	<ul style="list-style-type: none"> • READ CHAPTER 5
Week 6 3/19	SETTING THE STAGE FOR CHILDRENS LEARNING <ul style="list-style-type: none"> • Setting the Stage for Play: Environments • Play spaces as Environment • Outdoor Spaces 	<ul style="list-style-type: none"> • READ CHAPTER 6
Week 7 3/26	<ul style="list-style-type: none"> • Guiding Behavior and Managing the Classroom • Planning for Guiding Behavior 	<ul style="list-style-type: none"> • READ CHAPTER 7
Week 8 4/2	SPRING BREAK	
Week 9 4/9	PLANNING FOR CHILDRENS LEARNING <ul style="list-style-type: none"> • Introduction to Planning for Preschools • California Frameworks and Foundations • Social and Emotional Development/Dramatic Play 	<ul style="list-style-type: none"> • READ CHAPTER 8 & 11
Week 10 4/16	<ul style="list-style-type: none"> • Language and Literacy • Creative Arts/Music and Movement 	<ul style="list-style-type: none"> • READ CHAPTER 9&10
Week 11 4/23	<ul style="list-style-type: none"> • Mathematics/Construction Play, Blocks • Science/Sensory 	<ul style="list-style-type: none"> • READ CHAPTER 12 & 13
Week 12 4/30	<ul style="list-style-type: none"> • History and Social Science • Physical Development 	<ul style="list-style-type: none"> • READ CHAPTER 14 & 15
Week 13 5/7	<ul style="list-style-type: none"> • Health and Safety and Cooking • Introduction to Planning for other ages 	<ul style="list-style-type: none"> • READ CHAPTER 16
Week 14 5/14	<ul style="list-style-type: none"> • What Curriculum looks like for Infants and Toddlers • What Curriculum looks like for School Age 	<ul style="list-style-type: none"> • READ CHAPTER 17



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 15 5/21	MAKING CHILDRENS LEARNING VISABLE <ul style="list-style-type: none">• Observation and Assessment	
Week 16 5/28	REVIEW LESSON PLANNING/ TRANSITIONS AND ASSESSMENT	
Week 17 6/4	FINAL CLASS	

Subject to change without prior notice