Basic Course Information

Semester:	**SPRING 2025**	Instructor Name:	**CECILE RICHMOND**
Course Title & #:	**INTRO TO CURRICULUM CDEV 105**	Email:	**CECILE.RICHMOND@IMPERIAL.EDU**
CRN #:	**21161**	Webpage (optional):	**CHILD DEVELOPMENT**
Classroom:	**ONLINE**	Office #:	**203C**
Class Dates:	**2/10/25 – 4/5/25**	Office Hours:	**TBD**
Class Days:	**ONLINE**	Office Phone #:	**760-235-5441**
Class Times:	ONLINE	Emergency Contact:	**760-355-6232**
Units:	3	Class Format/Modality:	ONLINE

Course Description

 Examines inquiry based, developmentally and culturally appropriate learning environments for infants, toddlers, preschool, transitional kindergarten, and children through third grade. Students will discuss the environment as a significant educator that provokes a sense of community, creativity, and intellectual challenge. Principles of planning, assessment, and design will be explored.

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 linguisically appropriate, engaing, 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 approches 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
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.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Course Policies

- Attendance is important please make sure you are on time to class and ready to start.
- <u>Plagiarism</u> is to take and present as one's owned 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.
- <u>Cheating</u> 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
- <u>Electronic Devices:</u> Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- <u>Food and Drink</u> are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- <u>Disruptive Students:</u> 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.
- <u>Children in the classroom:</u> 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

Other Course Information

[Optionally, include other necessary information.]

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Makings SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain

SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
MODULE ONE Week 1	• SYLLABUS AND OVERVIEW OF COURSE UNDERSTANDING HOW CHILDREN LEARN: • Foundations in Early Childhood Curriculum Theory and Practice • The Importance in Play and Intentional Teaching/Teachers Role • The Cycle of Curriculum Planning	• READ CHAPTERS 1-3 IN THE OER TEXT • INTRODUCTION DISCUSSION • ANSWER CHAPTER QUESTIONS
Week 2	• Developing Curriculum for a Play Centered Approach • Different Curriculum types and Approaches • Setting the stage for Play Environments • Guiding Behavior and Managing the classroom	• READ CHAPTERS 4-6 IN THE OER TEXT • ANSWER CHAPTER QUESTIONS • DISCUSSION QUESTION #2 • VENN DIAGRAM ASSIGNMENT
Week 3	• Introduction to planning for Pre school • Social and emotional development • Language and Literacy • Mathematics	• READ CHAPTERS 7-9 IN THE OER TEXT • ANSWER CHAPTER QUESTIONS • DISCUSSION QUESTION#3
Week 4	• Science • Creative Arts • History and Social Science	• READ CHAPTERS 10-12 IN THE OER TEXT • ANSWER CHAPTER QUESTIONS

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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		• **DISCUSSION QUESTION #4** • **REFLECTION PAPER DUE**
Week 5	Physical Development Health and Safety Intoduction to planning for other ages	• **READ CHAPTERS 14-16 IN THE OER TEXT** • **ANSWER CHAPTER QUESTIONS** • **DISCUSSION QUESTION# 5** • **ASSIGNMENT: ACTIVITY PLAN DUE**
Week 6	Observation and Assessment DRDP CLASS ECRS	• **READ CHAPTER 17 IN THE OER TEXT** • **ANSWER CHAPTER QUESTIONS** • **DISCUSSION QUESTION #6**
<u>FINAL MODULE</u> Week 7	Work on Final Review Chapters	• REVIEW CHAPTERS • WORK ON FINAL
Week 8	Final	FINAL DUE

Subject to change without prior notice