

CFS-165: CURRICULUM AND ENVIRONMENTS IN EARLY CHILDHOOD PROGRAMS

Effective Term

Fall 2024

CC Approval

03/01/2024

AS Approval

03/12/2024

BOT Approval

03/21/2024

SECTION A - Course Data Elements**Send Workflow to Initiator**

No

CB04 Credit Status

Credit - Degree Applicable

Discipline**Minimum Qualifications****And/Or**

Child Development/Early Childhood Education (Master's Degree)

Subject Code

CFS - Child and Family Studies

Course Number

165

Department

Child and Family Studies & Education (CFS)

Division

Career Education and Workforce Development (CEWD)

Full Course Title

Curriculum and Environments in Early Childhood Programs

Short Title

Curric and Environments in EC

CB03 TOP Code

1305.00 - *Child Development/Early Care and Education

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

C - Clearly Occupational

Rationale

To align with the Curriculum Alignment Project (CAP)

SECTION B - Course Description

Catalog Course Description

Developmentally appropriate curriculum and environments for children birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings. Students will examine teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Prerequisite(s)

Completion of CFS-120 and CFS-122 with a minimum grade of C.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

CFS

Course

120

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Knowledge and understanding of typical and atypical development.
2. Ability to apply theories of development.

Requisite Description

Course Not in a Sequence

Subject

CFS

Course

122

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Understand stages of development
2. Recognize and apply principle theories of development, historical perspectives on child development, ethical issues, and recent trends in the field
3. Apply techniques of unbiased observation
4. Examine the use of a holistic perspective in studying child development in a sociocultural context

5. Gain an understanding of current theory and methods being applied in Early Childhood programs
6. Recognize and be able to discuss curriculum components
7. Explore the meaning and application of Developmentally Appropriate Practices in Early Childhood Education
8. Utilize models for working with diverse communities of children and families.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be 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. Explain how the curriculum is integrated across all developmental domains and content areas.
3. Observe and evaluate teaching strategies, curriculum, and environmental designs.
4. Observe children as a basis for planning curriculum and environments.
5. 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.
6. Develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.

7. Explain how different teaching strategies could be used for a variety of curriculum goals.
8. Describe guidance and interaction approaches to support social relationships and learning.
9. 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.
10. Describe various strategies for engaging and partnering with families to support children's development and learning

Course Content

1. Theoretical Frameworks for Planning Curriculum and Environments
2. Models of Developmentally Appropriate Play-Based Approaches Such As
 - a. Emergent Curriculum
 - b. High-Scope
 - c. Waldorf
 - d. Reggio Emilia
 - e. Montessori
3. Planning Early Childhood Curriculum
 - a. Effective practices for planning, implementing, and evaluating developmentally, linguistically, and culturally appropriate curriculum, and learning experiences for
 - i. Infants and toddlers
 - ii. Preschoolers
 - iii. School-age children
 - b. The ongoing curriculum cycle
 - i. Observe
 - ii. Plan
 - iii. Implement
 - iv. Assess
 - v. Document
 - vi. Reflect
 - c. Level of teacher involvement-teaching continuum
 - d. Universal Design for Learning (UDL)
 - e. Teacher child interactions
 - f. Guidance and discipline
 - g. Relationship-based practices
 - h. Effective use of questions
 - i. Planning opportunities for children to support each other in learning
 - j. Family engagement
 - k. Ethical and professional practice
 - l. Content areas
 - i. Application of teachers' discipline-based knowledge in the content areas
 - ii. State and national content standards
 - iii. Planning developmentally appropriate curriculum for
 1. Math
 2. Science
 3. English language development
 4. Language and literacy
 5. History and social science
 6. Social-emotional development
 7. Visual and performing arts
 8. Physical development
 9. Health
 - m. Appropriate use of instructional technology
 - n. Adjustments to curriculum and environment to address children's individualized learning needs including:
 - i. Culture and ethnicity
 - ii. Socioeconomic status
 - iii. Home language
 - iv. Ability
 - v. Gender
 - vi. Learning style
4. Planning Early Childhood Learning Environments

- a. Designs and impact of physical space
- b. Learning centers
- c. Selection of equipment and materials
- d. Impact of routines and schedules
- e. Integration of content throughout the indoor and outdoor environments
- f. Indicators of quality
- g. Inclusion of children’s culture and language
- h. Health, safety, and nutrition
- i. Staffing and zoning
- j. Impact on classroom management

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	Utilizing white board, video, and technological supplements. Small group and project work: Students working in groups on projects relevant to course content and joint problem solving.

Instructor-Initiated Online Contact Types

- Announcements/Bulletin Boards
- Chat Rooms
- Discussion Boards
- E-mail Communication
- Telephone Conversations
- Video or Teleconferencing

Student-Initiated Online Contact Types

- Chat Rooms
- Discussions
- Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Class Participation	Class participation and discussion
Projects	Mini Projects on Curriculum For Example: An example of a mini project would be: "While reflecting on your perspective of early childhood and the information presented in the text/lecture, respond to the following questions: What beliefs do you hold about early childhood education? What has influenced your philosophy concerning early childhood curriculum? What methodologies do you have 'real' experience with? What are your beliefs about curriculum content? What personal conflicts do you have when developing curriculum for young children? Please provide an example for each of your responses."

Other	<p>Activity Plans (Plans of Possibilities) For example: Create an activity plan identifying the following components: Activity Name: What are you calling this activity? Intelligence: What intelligence are you focusing on? Objectives: What will the child gain from this activity? Content: What information do you plan to address? What terms, facts, and principles will you address? Purpose: Why would you do this activity? What action, questions, needs, or interests of the children would make this an appropriate activity to explore? Materials: What materials will be needed for the activity? Procedure: Describe how you will involve the children in the activity.</p>
Other	Completion of an Environmental Rating Scale including a plan of correction.

Assignments

Reading Assignments

Reading assignments are based on textbook readings or instructor generated handouts.

For example:

1. Read Chapter 2 on Creating Connection and a Sense of Belonging in "Designs for Living and Learning".
2. Read the handout distributed in class on "Developmentally Appropriate Principles and Teaching Strategies".

Writing Assignments

1. Reading response paper 2-3 pages.

For example:

Write a 2–3-page paper on your response to our discussion on developmentally appropriate practices versus kindergarten readiness.

2. Reflection paper

For example: After viewing "The Six Core Strengths of Healthy Childhood Development", discuss the teacher's role in promoting best practices and incorporating this information in their curriculum.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Curtis, Deb

Title

Designs for Living and Learning

Publisher

Red Leaf Press

Year

2015

ISBN

978-1-60554-372-7

Material Type

Textbook

Author

Susan Stacey

Title

Emergent Curriculum in Early Childhood Settings: From Theory to Practice

Publisher

Red Leaf Press

Year

2018

ISBN #

9781605545837

Material Type

Textbook

Author

Nelson, Eric

Title

Cultivating Outdoor Classrooms Designing and Implementing Child Centered Learning Environments

Publisher

RedLeaf

Year

2012

ISBN #

1605540250

Proposed General Education/Transfer Agreement**Do you wish to propose this course for a Local General Education Area?**

No

Do you wish to propose this course for a CSU General Education Area?

No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No

Course Codes (Admin Only)**ASSIST Update**

No

CB00 State ID

CCC000276794

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No